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Abstract

This collection of 44 program descriptions, compiled from reports solicited from directors throughout the nation, is intended as a reference source on a variety of alternative approaches to the training of various educational personnel. Each entry includes listing of collaborating agencies, director's address, and funding sources (most were at least partially funded through the U.S. Office of Education). Eight descriptions are in the "Basic Studies" category including programs for teachers of English as a second language, industrial arts, math and science, music, and social studies; several focus on disadvantaged groups. Nine are in the "Special Projects" category, several on specific training techniques (e.g., Mobilabs, minicourse, team internship). Three report Teacher Corps programs for specific trainee groups. One of two descriptions fall into each of these categories: Early Childhood, Educational Administration, Trainers of Teacher Trainers, Special Education, Support Personnel, Teacher Improvement through Curriculum Development, Teacher Leadership Development, and Vocational and Technical Education. An index provides further breakdown into specific project focuses or approaches, e.g., differentiated staffing, urban and inner-city, community experience, sensitivity training, media. (JS)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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CREATIVE DEVELOPMENTS
IN THE
TRAINING OF EDUCATIONAL PERSONNEL

SP003286

U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
Robert H. Finch, Secretary
James E. Allen, Jr., Assistant Secretary and Commissioner of Education

Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Therefore, programs conducted under the Education Professions Development Act, like all programs and activities receiving financial assistance from the Department of Health, Education, and Welfare, must be operated in compliance with this law.

PREFACE

The purpose of this compilation of creative developments for the training of educational personnel is to make available to the field a wide range of promising ideas that might lend themselves to the adaptations required to meet local and special training needs. While it is unlikely that any two school districts or institutions of higher education will have identical training needs, it is quite possible that educational leaders will find in these descriptions aspects of their own training problems and alternative means for reaching solutions.

The indexed listings, i.e., Basic Studies, Career Opportunities, Educational Administration, etc., corresponding to the program areas in the EPDA publication, Facts About Programs..., should provide sufficient subject categorization to facilitate effective use of the compilation by a busy reader. Under the "Special" category are placed descriptions of additional aspects of training that may also prove useful.

There is clearly implied in Section 501 of the Education Professions Development Act the responsibility to provide as wide a dissemination as practicable of those programs and experiments that evidence or show promise of evidencing quality training or retraining for education personnel. The legislative mandate to meet changing manpower training needs suggests further to those responsible for administering EPDA the responsibility to identify programs and experiments that use or propose to use innovative and imaginative approaches to meet training needs and problems.

It cannot be emphasized too strongly that the descriptions chosen represent the carefully considered but necessarily subjective judgments of those making the selections. A wide range of sources were consulted, including professional journals, compilations and listings of various sorts, personal consultations, proposals submitted to the Office of Education, reports, and other presentations at professional meetings and some on-site visits. Despite this attempt at nationwide coverage, however, the selections--due to limitations of time and personnel-- are necessarily more representative than comprehensive. There are obviously in operation many equally creative programs which might well have been included had resources of time, personnel, and space permitted.

Further limitations of coverage were placed on this effort by the decision to limit this first compilation to programs and experiments which, in general, reflect the program emphases of the Bureau of Educational Personnel Development which administers EPDA. Viewed, therefore, as a representative but limited first effort, it is hoped that this compilation will serve a useful dissemination purpose and provide EPDA constitutents and others with a ready reference source on a variety of alternative approaches for the training of educational personnel. Hopefully, too, the compilation, serving as an idea resource, will help to broaden the base of potential clients able to participate directly in the programs administered by the Office.

To the extent practicable, the language of the descriptions was retained as submitted by the respective directors of the programs.

Finally, as one reads through these pages, it will become increasingly clear that from the educational leadership of this country will come the imaginative, risk-taking ideas and programs needed to cure the Nation's major educational ills.

The program descriptions in this compilation and many others not included were furnished on request by program directors throughout the Nation. The Office of Education and the Bureau of Educational Personnel Development, especially, are grateful for this prompt demonstration of professional interest and cooperation. We believe further inquiries will receive from the respective directors similar levels of interest and cooperation. Without this assistance from the field, this dissemination effort, obviously, would not have been possible.

William T. Carter
Director
Division of Program Resources
Bureau of Educational Personnel Development

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BASIC STUDIES

TYPE OF PROJECT: Basic Studies

TITLE: Training at Postgraduate Level for Prospective and Experienced Teachers of English as a Secondary Language to Elementary and Secondary School Pupils

PLACE: University of California, Los Angeles, California

FUNDING SOURCES:
U.S. Office of Education (EPDA)
University of California at Los Angeles
Ford Foundation

OTHER COLLABORATING AGENCIES: None

PERSONS BEING TRAINED: Graduate students at UCLA who are candidates for any of five master's degrees. (Teaching of English as a Second Language; English Literature; Linguistics; Education; or African Studies). The students in the program are either native speakers of English or those whose mother tongue is not English.

DIRECTOR:
Dr. Clifford H. Prator
Vice-Chairman
Department of English
University of California, Los Angeles
Los Angeles, California 90024
Telephone 213-825-4631

DESCRIPTION:

The major objective of this program is to train teachers in standard English as a second language or dialect by giving them a background based on sound principles of linguistics and psychology and by acquainting them with the latest developments in language teaching. Emphasis in the training program is on the needs of Spanish-speaking children, children whose speech is non-standard dialect of English, and children from other language backgrounds (particularly Southwest American Indian languages). The teacher trainees will explore the differences between second-language learning and foreign-language learning, as well as the principal sources of linguistic interference which occur when native speakers of Spanish or other languages begin to learn English. They will learn how to present English to their students so that it relates to their home environments and the other subjects in their courses of study.

The trainees will examine the materials now in use in outstanding programs of teaching English as a second language to elementary and secondary school pupils and evaluate them in the light of research findings in the fields of linguistics and psychology.

Two technical courses in linguistics, three professional courses primarily in relevant pedagogical methods, and two practical courses are required, the latter dealing with the spoken and the written language and aiming to develop certain language skills: the ability to hear and analyze speech sounds accurately, to pronounce English as nearly as possible like a native speaker of the language, and to write and teach others to write clearly and effectively. The balance of the coursework is elective.

TYPE OF PROJECT: Basic Studies

TITLE: A Study of the History and Culture of the Indian-Pakistani Subcontinent and Indian Asia through Films, Artifacts, the Arts and Humanities

PLACE: Brooklyn College, City University of New York, Brooklyn, New York

FUNDING SOURCE: U.S. Office of Education (EPDA)

OTHER COLLABORATING AGENCIES:
Brooklyn Institute of Arts and Sciences
Brooklyn Museum
Brooklyn Children's Museum
Education Department of India
Private sector organizations doing business in India
Academy of Music
Educational Materials Project of New York State and New York City

PERSONS BEING TRAINED: In a summer institute, teachers, supervisors, administrators, and college trainers of teachers; during academic year 1969-70, participants from five schools in the Brooklyn ghetto area.

DIRECTOR
Professor Melvin E. Levison
Brooklyn College
Department of Education
Brooklyn, New York 11210
Telephone 212-780-5229

DESCRIPTION:

The major purpose of this program is to plunge students in city ghettos, retarded and underachieving students there and elsewhere in urban and suburban areas into a learning situation which will enable them to draw on the fullest range of their sensory and intellectual capacities so that they will become intensely involved and experience--from the beginning--real achievements in formal learning.

The specific objectives of the program are:

1. To provide a process of learning which will immerse these youngsters in a learning situation where, from the beginning, they will be sharpening their capacities to observe, gain sophistication in drawing inferences, and develop their capacities to understand themselves better by achieving an understanding of other cultures.

2. To enable the students during academic 1969-70 to begin to express themselves through the use of tapes and films as well as through the written word.

3. To train, through a summer institute, teachers, supervisors, administrators, and college trainers of teachers in applying a simple, flexible, yet specific method, and then, during academic 1969-70 continue to work more effectively with students coming from five schools located in the Brooklyn ghetto area.

This proposal offers a participant-oriented, interdisciplinary program to enable participants (and through them their "disadvantaged" students) to develop a growing understanding of history and culture and themselves-through the way they learn to analyze, appreciate, and interrelate a series of films, artifacts, the arts and humanities--first, of India, Pakistan, and Indian Asia; second, the Heritage of Afro-Americans; and third, the American City: A Place of Challenge and Opportunity.

To fulfill these concurrent learnings, the program will have three unique features: (1) a specific, yet flexible method for using films and other cultural works, (2) the way the learnings from the arts and the humanities will be tied together and used by participants in the film course and their laboratory projects, and (3) the role of the "sensitivity" evaluator in helping participants and their students cope with these attitudes which influence their learning.

After showing a film once without interruption, the director, in a second showing will hold and return to an earlier frame. The method, to be applied to the arts and humanities as well, revolves around questions: (1) "What do you see? What do you hear?" (Through the way participants learn to examine these frames, they become much more conscious of what they see and hear and gain "audiovisual literacy.") (2) "What do the data amassed from the answers to the first question suggest--about the historic roots of the hero's attitudes; daily life in the third century B.C.; or court life in the 16th century, A.D.?" (To draw inferences, everything learned from the rest of the program will be relevant.) (3) Either "What in the film causes us to feel the way we do?" or "What in our background or experience may have caused us to react the way we do to the film?" (Participants, with the help of the "sensitivity" evaluator, will become aware that what they learn about other people is influenced by what they are as individuals and members of another civilization.) To make sure that each participant understands and adds the new dimensions to his teachings, he will use the method in afternoon laboratory periods with youngsters from the cluster schools. During 1969-70 cluster school personnel will be assisted in their schools.

TYPE OF PROJECT: Basic Studies

TITLE: Industrial Arts and Career Development

PLACE: Georgia Southern College, Statesboro, Georgia

FUNDING SOURCES: U.S. Office of Education (EPDA)
Georgia Southern College
Georgia State Department of Education
Local school districts

OTHER COLLABORATING AGENCIES: University of Georgia
Florida, Alabama, Tennessee, North Carolina, and South Carolina State Departments of Education

PERSONS BEING TRAINED: Industrial arts teachers in the middle grades curriculum and pupils in industrial arts programs.

Ten pairs of junior high school industrial arts teachers and counselors will be selected from 10 different schools in Georgia and one pair from each contiguous State. A total of 30 educational personnel are to be trained in the first year.

DIRECTOR: Dr. D. F. Hackett
Landrum Center Box 8044
Georgia Southern College
Statesboro, Georgia 30458
Telephone 912-764-6611, Ext. 332

DESCRIPTION:

Ten pairs of junior high school industrial arts teachers and counselors will be selected from 10 different schools in Georgia and one pair from each contiguous State. The 10 teacher-counselor pairs from Georgia will be assembled during April and May of 1969 for orientation and the planning of details for preparing their respective schools for the implementation of the program to be developed during the summer. The plans developed will be communicated to the five teacher-counselor pairs in the adjacent States.

During the summer of 1969, the 30 participants will review and study: (1) the theory of decisionmaking as it applies to occupational and educational choice; (2) the nature and purpose of the junior high school; (3) the nature and functions of industrial arts; (4) techniques and approaches for assisting pupils to understand themselves in relation to the world of work; and (5) occupational and educational information. Then the participants will develop and reproduce a course of study, instructionals, and evaluation instruments to be used during the 1969-70 academic year.

At intervals during the academic year each participant will be visited by representatives of their respective State departments of education and the project staff to review procedures and evaluate progress.

The summer of 1970 will be used to study and evaluate the year's experience and to revise and rewrite instructional materials for further use and dissemination. Also, instruments will be developed to measure, compare, and followup the pupils who experienced this instruction.

The followup period will cover this group of pupils through grade 12 and into their first choice of an occupation or further education. An attempt will finally be made to evaluate this choice in terms of the pupil's characteristics (assets and liabilities) and his sincerity and confidence in making the choice and to compare it with the choices made by pupils in control groups.

TYPE OF PROJECT:	Basic Studies
TITLE:	A Model Program to Upgrade Selected Urban Industrial Arts Teachers in Contemporary Industrial Practices and to Assist Them in the Development and Field Testing of New Approaches to Help Inner-City Youth
PLACE:	Wayne State University, Detroit, Michigan
FUNDING SOURCES:	U.S. Office of Education (EPDA) Wayne State University, Detroit, Michigan
OTHER COLLABORATING AGENCIES:	Detroit Public Schools

PERSONS BEING TRAINED: Twenty-four practicing industrial arts teachers.

DIRECTOR: Dr. G. Harold Silvius
Department of Industrial Education
Wayne State University
Detroit, Michigan 48202
Telephone 313-577-1780

DESCRIPTION:

This program makes it possible for 24 practicing industrial arts teachers, selected from the standard metropolitan statistical areas in the United States to spend the 1968-69 academic year in industrial Detroit at Wayne State University where they are:

1. Completing requirements for a M.Ed. degree;

2. Becoming more competent in the contemporary practices of Industrial Materials and Processes or Energy and Propulsion Systems;

3. Developing and testing appropriate curriculum materials in these areas;

4. Field testing these innovative techniques with selected methods in inner-city schools.

There is an opportunity in this program for teachers to become oriented and competent in one of two broad-base occupational areas that are currently being promulgated for occupational education, namely Industrial Materials and Processes or Energy Propulsion Systems. This is being accomplished by having these teachers participate in selected industrial programs, and studying at the WSU Applied Management and Technology Center. In addition to the direct contact and experience in Detroit area industries, these Fellows are taking such courses as Theory in Application of Energy Sources, and Advanced Machine Tool Processes. Special attention is also being focused on the unique problems of the inner-city through such courses as Psychological Problems of Disadvantaged Youth, and Sociology of Urban Schools.

Much emphasis is being placed on the development and testing of curriculum materials needed by these teachers as they return to their school systems to make an application of what they have acquired during their studies in this program. These new materials are being field tested in the comprehensive high schools of Detroit with special consideration to approaches effective with youth who attend inner-city schools.

This program has been designed, therefore, to select, upgrade, and reorient 24 experienced teachers for a broad-base industrial arts program as described in the Galaxy Approach, with emphasis on two of the four major divisions: (a) Industrial Materials and Processes, and (b) Energy and Propulsion Systems.

The program extends over 9 months of full-time study and provides opportunity for classroom observation, experimentation, teaching, evaluation, and implementation through field testing in four selected Detroit high schools in the inner-city area.

Specific Objectives:

1. To provide selected teachers with in-depth courses in the evolving technical areas of Industrial Materials and Processes or Energy and Propulsion Systems;
2. To provide supporting short-term intensive instructional programs through industrial field experiences with selected industries and through the program at the WSU Applied Management and Technology Center;
3. To extend the participants' understanding of the learning process so as to enable them to work more effectively with multiple-ability classes;
4. To provide participants an opportunity to become more familiar with the sociological factors that now need to be considered by educators in the urban schools;
5. To direct and assist the Fellows in developing course materials essential for the implementation of the two clusters of the Galaxy Approach;
6. To evaluate the adequacy and quality of preparation in the major area with consideration for: technical competence, teaching competence, and leadership development;
7. To provide for experimentation with innovative methods and the field testing of such methods with youth in inner-city schools.

TYPE OF PROJECT: Basic Studies

TITLE: Mathematics and Science for Children in Disadvantaged Area Schools

PLACE: Hunter College of the City University of New York

FUNDING SOURCES: U.S. Office of Education (EPDA) (ESEA, Title III)
State of New York

OTHER COLLABORATING AGENCIES:
Board of Education of the City of New York, District 3
Board of Education of the City of New York, Mathematics Office

PERSONS BEING TRAINED:
A minimum of one supervisor of mathematics and science education for each of the 11 elementary schools of District 3, plus an average of six third or fourth grade teachers in these subjects from each school of the district, and 22 paraprofessionals (two from each school of the district) to teach modern mathematics and science.

DIRECTOR:
Harold E. Tannenbaum, Chairman
Department of Curriculum and Teaching
Hunter College
695 Park Avenue
New York, New York 10021
Telephone 201-360-2619

DESCRIPTION:

The general pattern of previous institutes conducted by Hunter College has been to train the supervisors during the spring of the year and then to use the supervisors as assistant instructors during the summer institute period to work with groups of 10 to 15 teachers, each group of teachers working with supervisor from its own school. This pattern has proved to be effective and continued during the spring and summer of 1969.

This institute, developed cooperatively between Hunter College, CUNY, and District 3 of the Board of Education of the City of New York, changes in three ways from the earlier ones. First, mathematics to be taught in grades 3 and 4 will be the center of concentration so that the range of subject matter to be considered will be in sharper focus. Second, much more skill will be developed on the part of the supervisors and teachers in using elementary school science in relation to their work in mathematics. Third, an extensive training program for paraprofessionals in relation to the institute will be included.

The emphasis of the institute will be on mathematics. However, as each portion of the mathematics studied warrants its inclusion, subject matter in elementary school science will be studied. Thus, much work will be done with measurement using experiences in themometry, linear measurement, finding weights by using balances, finding volumes, and measuring time. Classification will be used in relation to set theory. Mathematical graphs and charts will be stressed in relation to various science problems.

The program will be undertaken in all 11 of the schools of the district. A supervisor will be trained to work with the teachers from each of the schools. Then, 66-70 teachers from grades three and four will be recruited, approximately six from each of the schools. Twenty-two paraprofessionals will be recruited, two to work in each school. The paraprofessionals will be trained as aides to the teachers and as science laboratory aides. The aides will assist individual teachers in their mathematics classes and work along with the teachers in building active elementary mathematics and science programs.

Innovative aspects of this program are: (1) The combined training of a sufficiently large group of supervisors, teachers, and paraprofessionals so that major impact is made on an entire school district, (2) The introduction of financial support for curriculum changes along with financial support for teacher education, and (3) The integration of paraprofessional training, as well as training of professionals to work with paraprofessionals, into curriculum training projects.

TYPE OF PROJECT: Basic Studies

TITLE: A Special Training Program for Returning Peace Corps Volunteers for Teaching the Disadvantaged and Low Achievers in Mathematics in Grades 7-9.

PLACE: University of Denver, Denver, Colorado

FUNDING SOURCES: U.S. Office of Education (EPDA)

OTHER COLLABORATING AGENCIES:
Thirteen school districts in the Denver Metropolitan Area
Colorado State Department of Education
ESEA, Title II Project "Developing a Student Involvement Mathematics Program for Low Achievers in Grades 7-12"

PERSONS BEING TRAINED: Returning Peace Corps volunteers who are interested in teaching mathematics especially in urban schools in disadvantaged areas.

DIRECTOR:
Dr. Ruth Irene Hoffman
Department of Mathematics
University of Denver
Denver, Colorado 80210
Telephone 303-753-2012

DESCRIPTION:

The program will begin with a summer institute of 5 weeks in June-July 1969, and will continue as an inservice program during the academic year 1969-70. This continuing education is possible since one phase of the program is the cooperative effort of metropolitan school districts in the region of the university in hiring these participants for their disadvantaged areas (even though in the initial stages these participants may lack all certification requirements.) The inservice program will be made up of 30 weekly meetings during the academic year and will be concluded May 31, 1970.

Returning Peace Corps volunteers who choose to enter teaching in the United States after their return are frequently disappointed that they are unable to use those very qualities which made them valuable to the Peace Corps--empathy for the disadvantaged, and the ability and patience to impart to the disadvantaged a desire to learn as well as learning itself. On the other hand urban schools in disadvantaged areas and all schoolsin planning for the low achiever find it difficult to staff courses with teachers having those qualities needed to work with these students effectively. Further, this project will take advantage of and give new impetus to the use of new techniques developed for teaching the low achiever in mathematics, the mathematics laboratory, and the use of computer-extended instruction.

Therefore, the goal of the project is to bring together the former Peace Corps volunteer and the schools with needs for teachers of low achievers in mathematics under the guidance and instruction of faculty experienced in this kind of mathematics education.

The summer program will operate from 8:00 to 3:00 daily for 5 weeks, and will include visitations to an existing mathematics laboratory for low achievers which will be in operation during that period in Jefferson County.

The participants will be introduced to the algorithmic approach to mathematics and to the use of flow charting as an aid to problem analysis. They will be given techniques for abstracting from experience meaningful problems in mathematics and in relating mathematics to meaningful experiences.

The institute combines emphasis on method with emphasis on content. Problem analysis and the relevance of the subject aretwopriority areas.

After the 5-week orientation in the summer, the inservice program will be held for 32 hour sessions. These weekly meetings will continue the work of the summer program, and will incorporate the discussion of problems, the sharing of successful new techniques and curriculum materials.

TYPE OF PROJECT: Basic Studies

TITLE: Institute for the Retraining of Music Educators in the "Music of Youth"

PLACE: University of Wisconsin, Madison, Wisconsin

FUNDING SOURCES: U.S. Office of Education (EPDA)

OTHER COLLABORATING AGENCIES: Music Educators National Conference

PERSONS BEING TRAINED: Eighty music educators and guidance counselors who will attend the 4-week institute.

Forty youth music groups selected from 40 cities throughout the Nation, who will accompany their music educator and counselor attending the institute. Youths will be of high school age; dropouts will not be excluded.

DIRECTOR:

Emmett R. Sarig
University of Wisconsin
606 State Street
Madison, Wisconsin 53706
Telephone 608-262-2027

DESCRIPTION:

The purpose of the institute is to bring educators and youth together in a common learning situation using the music of youth as the central theme. In an effort to bridge the communication gap that exists between society, its educational institutions, and its youth, the institute will introduce educators not only to the music of youth but also to those who compose this music, perform it, appreciate it, and enjoy it. This institute will be the first to actually retrain music educators, introducing a new element into their teaching programs. This new element, the music of youth, will facilitate the instruction of that 80 percent of the young people who never participate in a music program in the secondary school.

Objectives for the music educator instructional program are:

1. To create an awareness among music educators of the music of youth.
2. To assist music educators in relating the music of youth to other musics and especially their own music education programs.
3. To provide music educators with insight into the understanding of the music of youth.
4. To encourage music educators to identify ways in which they can integrate the music of youth into their own school music programs.
5. To open communication channels between music educators and youthful musicians.

For the participating school systems' programs the objectives are:

1. To develop among the music supervisors and their staffs and awareness of the music of youth as it exists in their particular school system.

2. To develop, through a process of selecting musicians, a rapport between music educators and youth in that particular school system.

3. To provide a catalyst in the school systems for future programs concerned with the music of youth.

4. To encourage educators to develop ways in which the music of youth can be incorporated into school curriculum.

5. To develop more understanding of the youth in the school system through the music with which they identify.

This project sponsored in general by education and educational institutions is one of the first to offer such full scale focus on the area of the music of youth. Not only is its music content unique, but its clientele diversified. This clientele consists of 80 percent of the students of the public secondary school who possibly have never come in contact with music educators; it includes music educators from throughout the country, guidance counselors from the public school systems, a workshop staff of specialists in the area of the music of youth, and it brings together under one umbrella the many difficulties related to the field of music education. It will introduce music educators not only to the music of youth but also to those who compose this music, perform it, appreciate it, and enjoy it, in an effort to bridge the communication gap that exists between society and its educational institutions, and its youth. As the educators participate in the workshop, they will receive actual inservice training developing insight into the music of youth. This insight will be of a sociological and psychological nature. It will also give a theoretical look at the music of youth, give these educators an opportunity to develop new curriculum objectives, new courses, new techniques of teaching which will facilitate the relating the music of youth and educational programs. It will also give these teachers actual inservice experience in developing communication skills with youth through the music of youth by participating with the music groups from their school systems.

TYPE OF PROJECT: Basic Studies

TITLE: Experienced and Prospective Teacher Fellowship Program in the Social Sciences

PLACE: Utah State University, Logan, Utah

FUNDING SOURCES: U.S. Office of Education (EPDA)

OTHER COLLABORATING AGENCIES: Utah State Board of Education
Weber County and Cache County School Districts

PERSONS BEING TRAINED: In the Experienced Teacher Fellowship Program, rural and remote area high school teachers from the entire United States.

In the Prospective Teacher Fellowship Program, retiring military personnel are the primary target group; they must have a bachelor's degree in social sciences and the desire to begin a second career, teaching in the secondary schools.

DIRECTOR: Dr. Douglas D. Alder
History Department
Utah State University
Logan, Utah 84321
Telephone 801-752-4100, Ext. 311

DESCRIPTION:

In the education portion of the program, the institute members act as students and are taught by educators competent in teaching critical thinking, discovery learning, jurisprudential approaches, and expository teaching. Attention is given to curriculum projects such as the Economics 12 project, the High School Geography Project, the Fenton Social Studies Program and the Oliver-Shaver Projects as well as several others. The institute participants prepare classroom materials appropriate to strategies already demonstrated and draw on the resources of a curriculum materials center.

Students demonstrate their ability to use the strategies and prepared materials in micro-teaching situations, videotape filming and playback, with junior and senior high school students. The Flanders Interaction Analysis Systems are used.

The social science portion of the program includes a core program with a seminar in each of the major disciplines exploring its structure and method. Thereafter, teachers pursue elective courses inthree fields of their own choosing. In the summer, a concluding seminar explores the interrelationship of the social sciences and the applicability of their findings to the secondary curriculum.

Sensitivity training is used as an introduction and conclusion to the program.

In the spring, the program sponsors a conference of administrators. Each participant invites his key administrator to Logan. During 3 days, they participate in learning activities selected from the major national curriculum centers. They meet as consultants with the curriculum group in which their teacher is working. They work in a modern media laboratory and a micro-teaching lab.

A new media laboratory and supporting staff are part of the program. After a few hours of instruction, the lab is made available to the teachers to produce materials for their curriculum groups. An audio-tutorial teaching laboratory has been developed for use by teachers in the geography core course and in an elective course. They can also consult about instituting such a lab in their schools.

A social science curriculum laboratory has also been established for the program. It serves as a model for high school social science divisional resource centers. It houses paperback and document collections usable by secondary students, published curriculum guides, and social science reference materials. It is not a replacement for the university libary. Rather, it houses working copies of materials usually published in paper covers.

CAREER OPPORTUNITIES

TYPE OF PROJECT:	Career Opportunities
TITLE:	Institute for Teacher Aides
PLACE:	Pasadena City College, Pasadena, California
FUNDING SOURCES:	U.S. Office of Education (EPDA)
OTHER COLLABORATING AGENCIES:	Head Start Follow Through Neighborhood Adult Participation Programs Los Angeles County CAP agencies Department of Labor, New Careers Program, e.g. Concentrated Employment Program ESEA California State funded programs Public School districts in Los Angeles County; University of California California State College System
PERSONS BEING TRAINED:	Thirty indigenous nonprofessionals who have been successfully employed for 6 months or more in soft-money antipoverty agencies, e.g. Head Start. All 13 will be bilingual in the sense that for them standard English is, in effect, a second language.
DIRECTOR:	Dr. Ruth Macfarlane Urban Community Development Specialist Pasadena City College 1570 East Colorado Blvd. Pasadena, California 91106 Telephone 213-795-6961, Ext. 289

DESCRIPTION:

Pasadena City College's EPDA Institute for Teacher Aides will field test three current trends in higher education: (1) New Careers and/or career development programs, especially as they relate to the emerging concept of differentiated staffing in the public schools, (2) Credit for community experience, particularly in view of the important effect upon higher education of the rapidly developing JET approach to problems of the unemployed and the underemployed, (i.e. Jobs first, then Education and Training, as against the traditional sequence of general education first, then training, followed by employement), and (3) The community college's emerging role in urban extension.

The essence of the urban community development program, and of JET, as well as of New Careers, is credit towards college graduation for community experience. Of necessity, the accrediting college or junior college must do something about coordinating the creditable community experience. Spelled out, coordination means assignment of adequate faculty time. The instructor/coordinator moves out into the community as he works with the students whom he supervises.

The program propels the community college in the direction of a new role. In effect, the instructor/coordinator becomes an Urban Agent. Meeting the inservice education needs of New Careerists propels the community college into Urban Extension. In its agency contacts the college becomes involved in job redesign, an essential first step in career development and/or differentiated staffing. The net effect may be to locate in the community college the kind of expertise that is able to focus upon urban manpower problems whether they be utilization, recruiting, training, or upgrading.

These persons are to be placed, after completion of training in career ladder employment, in Los Angeles metropolitan schools.

TYPE OF PROJECT:	Career Opportunities
TITLE:	A Multiple Attack on Poverty Involving Training of Teenage Youth as Teacher Aides to Work with Preschool and Elementary Children in Appalachia
PLACE:	Ohio University, Athens, Ohio
FUNDING SOURCE:	U.S. Office of Education (EPDA)
OTHER COLLABORATING AGENCIES:	Head Start Laboratories Local school districts
PERSONS BEING TRAINED:	One hundred fifty teenage teacher aides (students entering their senior year in high school) who come from homes classified as culturally and economically deprived.
DIRECTOR:	Dr. Albert H. Shuster, Chairman Department of Elementary and Special Education College of Education Ohio University Athens, Ohio 45701 Telephone 614-594-5407

DESCRIPTION:

The basic objectives are to:

1. Aid in alleviating the shortage of trained teachers aides in preschool and elementary school classrooms.
2. Develop marketable skills in persons who might otherwise be unemployed.
3. Encourage and assist local high schools to include such programs as part of the curriculum.
4. Utilize new human resources in meeting the needs of disadvantaged children in Appalachia.

The program is divided into three phases:

Phase I - Summer training on the Ohio University Campus to include study and practical experience in child development; children's literature and storytelling; musical experiences for children; experience with art media and audiovisual equipment; experiences with natural science environment and awareness of the importance of science at all ages.

Phase II - Five weeks of field experiences during the summer in Head Start programs under direct supervision of university professors and kindergarten teachers.

Phase III - The academic year experience to include a minimum of one hour a day serving as an aide in a preschool or elementary classroom under the supervision of the classroom teacher, local supervisor, and college coordinator. The students who complete the program will receive certificates at their high school graduation.

Interesting features of the program include:

Five weeks on the university campus which should open new doors of opportunity for the social and cultural development of the students and the eventual development of a high school vocational curriculum leading to the preparation of teacher aides.

TYPE OF PROJECT:	Career Opportunities
TITLE:	An Institute to Prepare Support Personnel to Assist the Counselor of Disadvantaged Elementary and Secondary Schools
PLACE:	Oregon State University, Corvallis, Oregon

FUNDING SOURCE: U.S. Office of Education (EPDA)

OTHER COLLABORATING AGENCIES: School districts in the Portland-Vancouver Metropolitan Area

PERSONS BEING TRAINED: Support personnel who are to work as counselor aides, to work with counselors in disadvantaged area schools in the Portland, Oregon-Vancouver, Washington Metropolitan Area. These personnel are to phase into a career ladder system and thus to emerge as professional counselors.

DIRECTOR:
Dr. Franklin R. Zeran
School of Education
Oregon State University
Corvallis, Oregon 97331
Telephone 503-754-2203, Ext. 1529

DESCRIPTION:

The program stems from the necessity of permitting school counselors to utilize their professional skills, attitudes, and understanding to a greater extent in professionally appropriate counseling and related guidance activities. It is recognized that a significant portion of the counselor's involvement is presently in the area of non-counseling activities. While these are important to individuals in the school setting and are part of the activities related to a program of guidance services, nonetheless they are not fully demanding of the counselor's professional preparation, skills, or competencies. Furthermore, fully identified and classified, it is seen that they are clearly neither clerically or professionally demanding. These necessary activities then can be assumed by support personnel, in the form of a counselor aide, who can be prepared to perform these tasks and duties in such a manner as to be proficient in functioning his paraprofessional role.

There will be 10 school building teams consisting of the building administrator, a counselor, and a counselor aide. It is planned to have five teams of elementary and five teams of secondary people from the Portland-Vancouver Metropolitan Area's disadvantaged schools.

The 6 weeks of preservice work will be in the institute, with the first 2 weeks being attended by all three individuals, the second 2 weeks only the counselor aide will be on campus, the third 2 weeks the counselor and the counselor aide will be on campus. During the 36 weeks of inservice on-site work the counselor-educators from Oregon State University (one for elementary and one for the secondary) will work in the schools with each of the three individuals who were at the institute and then all four will meet in conference. A course will be offered each term to the counselor aides.

The preservice institute will provide for broadbased experiences, related functions and activities stemming from the direct and indirect helping relationships as outlined in the APGA Statement Policy on Support Personnel for Counselors. During Week 2 in the seminar sessions the aides are separated from the other two team members. The counselor will be preparing for his role as a supervisor of the counselor aide while the principal will be reevaluating his concepts of the roles of the counselor aide and the counselor. During Weeks 3 and 4 of the institute each counselor aide will be provided with four students. Individual as well as micro-counseling and micro-guidance work will be performed with the four students by each counselor aide and TV tapes will be made for purposes of critique with the counselor educator and counselor aide. Another unique procedure occurs during the inservice phase of the program when stipulated goals and those tasks and duties leading to those goals are evaluated on a weekly basis by the counselor, the counselor aide, the principal, and the counselor educator during a regularly scheduled conference period.

TYPE OF PROJECT: Career Opportunities

TITLE: Professional Training of Educational Paraprofessionals

PLACE: Fordham University, Bronx, New York

FUNDING SOURCES: U.S. Office of Education (EPDA)
Fordham University

OTHER COLLABORATING AGENCIES: Association of Bronx Parents
New York City Board of Education
Hunts Point Community Cooperative

PERSONS BEING TRAINED: Approximately 200 people who are currently working as paraprofessionals in the public schools of the South Bronx, and who are assisting in the education of the disadvantaged and/or are themselves generally members of disadvantaged or minority groups.

DIRECTOR: Dean Frederick L. Canavan
School of General Studies
Fordham University
Bronx, New York 10458
Telephone 212-933-2233, Ext. 567

DESCRIPTION:

The object of this program is to upgrade the paraprofessional school personnel described above into full professionals, by educating them while in service to the baccalaureate level with a proper distribution of courses in the field of either secondary or elementary education.

The training of the paraprofessionals for college graduation and teacher certification will be accomplished through a 5-year program combining evening and Saturday courses, full-time summer study and directed on-the-job activity. This 5-year span for a degree is much shorter than that usually required of persons holding full-time jobs. Twenty-four college credits maximum may be given for closely supervised on-the-job teaching and other professionally related assistance and activities. In the summer, the university component will consist of full-time study by the candidates.

TYPE OF PROJECT:	Career Opportunities
TITLE:	A Comprehensive Program to Attract and Prepare Disadvantaged Mexican-Americans for the Teaching Profession
PLACE:	California State College, Los Angeles, California
FUNDING SOURCES:	U.S. Office of Education (EPDA) California State College, Los Angeles
OTHER COLLABORATING AGENCIES:	Los Angeles City School District
PERSONS BEING TRAINED:	Forty-one disadvantaged Mexican-Americans who have a high school diploma and who give evidence of an interest in working in the schools, initially as paraprofessionals and ultimately as fully qualified teachers.
DIRECTOR:	Dr. Charles Leyba Secondary Education Department California State College, Los Angeles 5151 State College Drive Los Angeles, California 90032 Telephone 213-224-3765

DESCRIPTION:

The purpose of the program is to increase the number of Mexican-Americans in the teaching profession in East Los Angeles, an area which is heavily Mexican-American in composition but which has a small proportion of teachers of this background.

The program is to last 5 years. Program participants will be selected from a large pool with at least high school diplomas; the academic record earned in high school will not be a primary consideration. The ultimate purpose of the program is to develop adults with whom the Mexican-American students in the high schools can identify and hopefully emulate.

The program contains the following components:

1. A general education (first 2 years) and major study (third and fourth years).

2. The tutorial component. Qualified upper division and graduate students with bilingual capabilities are identified to function as tutors for the program participants. The ratio of tutors to program participants is one tutor per six participants. A Mexican-American graduate student is the director of this portion of the program. The tutors, in addition to providing academic support for the program participants, will also attend a stated number of classes with the participants.

3. The developmental seminar. The purpose of this portion of the program is to provide semiweekly contact between the program staff and tutors and the program participants. This program element will provide a) strong guidance and counseling support, b) explore the relationships between the general education program and education in the Mexican-American community, c) provide an outlet for the feelings and the insights of the program participants, and d) in the final 2 years of the program this seminar will be utilized to acquire the units necessary for acquiring a credential.

4. The fourth element of the program is the on-site program. A portion of each week will be spent by the program participant in schools K through 12 which are predominately Mexican-American. During each year of the program they will function as aides or paraprofessionals beginning with the simpler tasks performed by the classroom teacher and increasing in responsibility to the point that they participate in the instructional program itself as teacher assistants. The culminating point is the acquisition of the standard teaching credential.

At any point in the program that a participant should like to leave, a position will be waiting for him as a full-time paraprofessional in the Los Angeles City schools.

Two special features of this program are:

1. The developmental seminar which will be utilized to develop points of contact between the general education program of the Mexican-American community and is expected to create greater relevancies for what is now purely academic material.

2. The opportunity for a program participant to leave the program and be placed in a school, creates the reality in which the participant is able to discuss the causes for leaving the program and the possibility of reinducting him into the educational process.

TYPE OF PROJECT:	Career Opportunities
TITLE:	School-University Teacher Education Center for the Disadvantaged
PLACE:	Long Island University, Merriweather Campus, Brookville, New York
FUNDING SOURCES:	U.S. Office of Education (EPDA) New York State Education Department Teacher Reserve Center Board of Cooperative Educational Services, Nassau County, Long Island Long Island University Freeport Public Schools
OTHER COLLABORATING AGENCIES:	None
PERSONS BEING TRAINED:	Mature mid-career women and men who have achieved bachelor's degrees in liberal arts are to be recruited into teaching to become fully certified teachers to teach primarily in schools containing a significant proportion of disadvantaged students. Mid-career women and men who are high school graduates are to be trained as paraporfessionals or auxiliary school personnel.

Teaching interns who are holders of master's degrees in elementary education and who will help train the above while proceeding toward the doctoral degree.

DIRECTOR:

Dr. Rita Lynne Stafford
Long Island University
Graduate School of Education
Merriweather Campus
Brookville, New York
P. O. Greenvale, New York 11548
Telephone 516-299-2268

DESCRIPTION:

Every course in this master's degree sequence will be taught in the public elementary schools of the School-University Teacher Education Center in Freeport, Long Island. University professors will teach the academic content in the elementary school in conjunction with classroom teachers. Students in this program will teach pupils in this integrated school system during the entire course of the total sequence.

Disadvantaged mid-career persons who wish to become auxiliary personnel in the schools will receive their training in conjunction with the prospective teachers so that each will knowledgeably understand how to supplement the responsibilities of the other. The training for both the prospective teacher and the prospective (or employed) auxiliary person will be conducted simultaneously. Both groups of students will be actively involved with the children in the schools, their parents, and residents in the communities in which the schools are located. Teams consisting of university professors, classroom teachers, students in the program, auxiliary personnel, and recently graduated students who are beginning their first year of teaching will cooperatively plan lessons and activities concerned with the disadvantaged children in the schools and the communities of these schools.

Objectives include:

1. Integration of training so that the prospective teacher and prospective auxiliary person can knowledgeably implement each others' activities in the school.

2. Provision of firsthand experiences in community involvement, parent teacher relationships, and a variety of grouping patterns which can be used in an integrated school system wherein the university professors, the classroom teachers, the prospective and first-year teachers, and the auxiliary person can form a teaching team to work closely with disadvantaged children, their parents, and the residents in their communities.

3. Revitalization of teaching skills and abilities of university professors and classroom teachers by virtue of the cooperative planning and demonstration lessons developed by both and interactively conducted in the elementary schools.

4. Development of a sphere of interest curriculum for disadvantaged children based on their environment experiences and understandings so that they may find interest and involvement in participating in school experiences and can thus build motivation, self-image, and academic achievement.

5. Provision of a university curriculum in teacher education which is dependent upon in-depth experiences with disadvantaged children, their homes, and their communities.

TYPE OF PROJECT:	Career Opportunities
TITLE:	Institute for Support Personnel
PLACE:	Morehead State University, Morehead, Kentucky
FUNDING SOURCE:	U.S. Office of Education (EPDA and ESEA, Title I)
OTHER COLLABORATING AGENCIES:	Bath County Schools, Owingsville, Kentucky Elliott County Schools, Sandy Hook, Kentucky 30 regional school systems Bank Street College of Education, New York City
PERSONS BEING TRAINED:	Auxiliary personnel for schools primarily educating disadvantaged children in the Appalachian Region
DIRECTOR:	Dr. Milan B. Dady Box 827 Morehead State University Morehead, Kentucky 40351 Telephone 606-784-4181, Ext. 247

DESCRIPTION:

Broad objectives of the project are: (1) to establish a demonstration and research center for the Appalachian Region which is dedicated to studying the changing educational pattern of disadvantaged children enrolled in schools who have a parent or sibling employed as an auxiliary in the school district, studying the learning patterns of adults employed as auxiliaries in the schools, studying different approaches to inservice programs that may be utilized in training for partnership, and studying the improvement of educational opportunities which result when auxiliary personnel are effectively utilized in the schools; (2) to develop a model for rural schools which will demonstrate a structural and workable approach to training for partnership; (3) to promote the career ladder concept for persons employed as auxiliaries in rural schools; and (4) to develop and promote excellence in the utilization of auxiliary personnel in rural schools.

Bath and Elliott County Schools have been designated as the experimental school centers in a long-term study of auxiliary personnel in education. The teacher aides employed in these school systems will have opportunities to enroll in college classes with credit toward degree requirements. The training is being made available without undue hardships or pressures and the data compiled in the long-term "earning while learning" will provide bases for a longitudinal study of how adults in the Appalachian Region learn. Additionally, the children or siblings of the teacher aides will be tested, observed, and interviewed to gather data for a longitudinal study on their changing educational patterns. Throughout the project, a process-observer will conduct systematic observations in the schools where teacher aides are utilized. Continuous consultant services will be maintained in the Bath and Elliott County Schools to aid in the development of excellence in education through preservice and inservice training for partnership--a partnership in which people with a wide range of backgrounds, competencies, and experiences are being asked to engage in the educational enterprise together. To achieve this goal, group training will be established in which teachers and teacher aides will meet regularly as teams and, in addition, the principal will schedule large group meetings at which times all teams will be brought together.

In conjunction with the on-campus summer training for partnership program for professional and nonprofessional personnel from Bath and Elliott County Schools, it is planned to bring 30 teams of trainers for auxiliary personnel in education on campus at Morehead State University for a 2-week training program to be conducted during the regular summer term. Each team will consist of a principal, a teacher, and a school auxiliary.

The 2-week workshop will emphasize group dynamics, principles of supervision, study of how adults learn, the development of effective preservice and inservice training programs, and the training for partnership roles in the educational processes.

A 1-week workshop for inexperienced teacher aides is an attempt to overcome the present practice of thrusting disadvantaged persons into a work situation without preservice training.

TYPE OF PROJECT: Career Opportunities

TITLE: A Career Line Training Program of Semiprofessionals in Education

PLACE: Educational and Cultural Center, Syracuse, New York

FUNDING SOURCE: U.S. Office of Education (ESEA, Title III)

OTHER COLLABORATING AGENCIES:
Thirteen school districts in Onondaga and Oswego Counties
Syracuse University
State University of New York at Oswego
Maria Regina College
Community Chest
Eastern Regional Institution for Education

PERSONS BEING TRAINED: Teacher assistants to be prepared for movement up a career ladder in education

DIRECTOR:
Mr. Joseph L. Vianese, Program Coordinator
Semiprofessional Training Project
Midtown Plaza
700 East Water Street
Syracuse, New York 13210

DESCRIPTION:

The goal of the Semiprofessional Training Project is to prepare capable teacher assistants in a career line approach to education. The program and methods in operation to attain this goal are: (1) on-the-job experience: employment in a supportive role in an area school system; (2) teacher guidance: close working relationships with an experienced sponsoring teacher for training and guidance; (3) counseling sessions: individual, team, and small group counseling sessions conducted by project staff; (4) coursework: required coursework consistent with the needs of the trainees, teachers, and school districts; (5) workshops: an exchange of ideas among administrators, teachers, semiprofessionals, and school districts; and (6) college (optional): college training possible through availability of project-funded tuition for three credit hours per year.

The 3-year life span of the project has been equated with a three-phase process, Phase I (1967-68) was a period of experimentation, trial and error, and development. Phase II, this year, has been devoted to polishing, change, and redirection. Phase III is projected as the maintenance phase for supervision of programs designed by the project and for insuring adequate implementation by the school districts.

Some interesting aspects of the program are:

1. Sequential training programs being organized in several area school districts. North Syracuse has had an adult education program in semiprofessional training with a current enrollment of 64. Offered are courses in audiovisual education, library training, elementary education, and special education.

   Liverpool has a teacher aide program with approximately 15 clock hours of training in a broadbase course.

2. Project trainees being offered positions of marked responsibility in these schools. The entry level of most semiprofessionals was in the clerical or supervisory areas. Many of these same people now hold positions as instructional aides, audiovisual coordinators, and teacher assistants.

3. Programs being designed for semiprofessionals in institutions of higher learning. Maria Regina, an area 2-year college, has given petitioning trainees 6 hours practicum for Phase I of the Project, 3 credit hours for the project's "American School" course and 3 credit hours practicum for Phase II of the project. This college has designed, with project assistance, a 15-hour certificate and a 30-hour certificate to encourage trainee participation leading to an Associated Arts and Science degree.

TYPE OF PROJECT:	Career Opportunities
TITLE:	Cooperative Program in Teacher Education
PLACE:	New Mexico State University, Las Cruces, New Mexico
FUNDING SOURCES:	U.S. Office of Education (HEA, Title I-C) State of New Mexico
OTHER COLLABORATING AGENCIES:	None
PERSONS BEING TRAINED:	Students from low-income families during their undergraduate years in teacher education; this is to provide talented prospective teachers while giving the candidates four semesters of subsidized work experience in the public schools.

DIRECTOR:

Dr. Donald G. Ferguson
Assistant Dean
College of Education
New Mexico State University
Box 3AC
Las Cruces, New Mexico 88001
Telephone 505-646-3705

DESCRIPTION:

Each year 40 students are carefully selected for this program on the basis of (a) grade point average in high school, (b) scores on the ACT, and (c) financial need. All attend summer school each year. In the freshman year, 20 students are assigned to elementary schools during the fall semester while the other 20 enroll in academic study on campus. The roles are reversed in the second semester. This pattern is followed throughout the 4 years of the program. All work phases consist of 35 hours of diversified work each week for which the students are paid progressively at GS-1, 2, 3, and 4 levels.

The first work phase in the elementary schools consists of teacher aide duties performed by the coop student for a teacher or team of teachers. Considerable contact with children is encouraged along with clerical tasks. In the second year, coop students are assigned to junior high schools where their duties are much the same except for more participatory tasks with small groups of children and in tutorials. Third and fourth year coops are assigned to public schools according to the first teaching field. The junior year includes much emphasis on the preparation of curricular materials and considerable experience with total group instruction is included. The senior coop serves as a co-teacher and in some instances is assigned responsibilities requiring almost total autonomy and decisionmaking with minimal supervision.

None of the regular courses in professional education is required of the coop students. Their academic study of their chosen profession consists of vertical blocks of time devoted to skill development necessary for effective service during each work phase. This instruction takes place in a weekly seminar which runs concurrently with each work phase. The coop students complete certification requirements in professional education by electing coursework according to their needs and interests.

Four doctoral candidates in residence serve as field supervisors for the program along with the professors in charge of the weekly seminars. Frequent communications between the university and public school personnel assure quality control over the program. Teachers have been extremely cooperative and receptive in the placement of coop students.

A feature of the program is the early involvement of prospective teachers in the work of the schools. Over the 4 years, this involvement is extensive and varied; therefore, graduates enter teaching as "experienced beginners." Theoretical study concurrence with work experiences provides the students with skills that are immediately applicable and with critical visions of what ought to be to offset indoctrination into the status quo in public education.

Related to the advantage in early involvement of the undergraduate in classroom practice is the factor of wise retention. Through early involvement in practical situations the student comes to a firm commitment to teaching or decides conversely that the profession is not for him. On the other hand, the university and public schools relish the opportunity to observe prospective teachers in action and to determine early whether the student should be encouraged further in teacher education. Experience with the program has yielded wise decisions by coop students to remove themselves from career preparation for teaching; likewise, a few other students have been advised to plan for careers other than teaching.

The program provides a means for college preparation in teaching for many highly qualified students who very probably would not otherwise have attended college or aspired to take their place in the teaching profession.

TYPE OF PROJECT:	Career Opportunities
TITLE:	VAULT (Veterans Accelerated Urban Learning for Teaching)
PLACE:	Webster College, Webster Groves, Missouri
FUNDING SOURCES:	The Danforth Foundation U.S. Government veterans subsidies
OTHER COLLABORATING AGENCIES:	Department of Defense U.S. Office of Education (EPDA) Veterans in Public Service
PERSONS BEING TRAINED:	Veterans of the Vietnam conflict, normally persons who would not have entered college and who are from disadvantaged backgrounds

DIRECTOR:
Dr. Donald White
Director, VAULT program
Webster College
470 E. Lockwood
Webster Groves, Missouri 63119
Telephone 816-WO 8-0500

DESCRIPTION:

The program was initiated during the summer of 1968. At that time, two professors from the VAULT staff taught at Fort Leonard Wood, Missouri, with the objective of getting students interested in teaching careers and convincing them that education was relevant. The coursework at Fort Leonard Wood emphasized analysis of current social problems and made extensive use of audiovisual materials. Participants went to class four mornings and one evening per week, spending the rest of the time in their usual military duties. As a result of the summer program the first determinations were made regarding those who would continue in the program.

During the fall and spring semesters VAULT students work five mornings per week as teacher assistants in the St. Louis public schools and then take coursework at Webster College in the afternoons. In several classes the VAULT students have separate staff and coursework and at the same time they select electives that meet their needs.

At the completion of the spring term students will have an intersession as well as a summer session since the program is designed to accelerate the college process by continuous classwork throughout the year. The original design calls for students to finish their college work in two and a half years. They will then intern for one year in the St. Louis public schools.

An important premise underlying the VAULT program is that any student should be allowed entry. Rather than relying upon tests or scores it is felt that the initial experience of being in a class and participating in the give and take of academic work will allow students and staff to determine capabilities. As a result of this philosophy several outstanding young men will now be able to obtain a college education, men who ordinarily would have either been intimidated by the college entry process or who would not have scored well on tests. At the same time it should be noted, the program has allowed several "weak" students to continue who most probably are not capable of college work. We believe the latter problem can be overcome by more intensive guidance for these students. Overall we are convinced that allowing the period of initial entry into the program to serve as a "laboratory" for determination of capability will in the long run allow many excellent individuals to obtain a college education. It is important therefore that initial experiences contain college work that is relevant to the life of the student.

A major portion of the student's time is devoted to learning about the urban environment through a combination of field placement and coursework. Students learn about the public schools by working in them and then discussing this "real" world in college classes. During their period at Webster it is hoped that students will work in a variety of institutional settings such as the housing authority or the welfare agencies. It is believed that these experiences (combined at all times with analysis) will create a teacher who has a more extensive input of information about students. In essence it is hoped a community oriented teacher will emerge.

EARLY CHILDHOOD

TYPE OF PROJECT: Early Childhood

TITLE: Project UNIQUE (United Now for Innovation in Quality Urban-Suburban Education)

PLACE: City school district of Rochester and the University of Rochester, Rochester, New York

FUNDING SOURCES: U.S. Office of Education (ESEA, Title III)

OTHER COLLABORATING AGENCIES: Center for Cooperative Action in Urban Education

PERSONS BEING Mothers of young children who live in any of seven inner-city school districts in Rochester, New York, and who are not attending any established nursery program; community teachers.

DIRECTOR:
Sister Mary James
46 Moran Street
Rochester, New York 14611
Telephone 716-464-9368

DESCRIPTION:

The purpose of this program is twofold: (1) To provide learning experiences for children ages 2-5 in a familiar home environment. (2) To demonstrate experiences and activities appropriate for preschool children to mothers who can then work with their own children.

The hope is to break down the "brick wall" between parents and teachers and help both to provide an atmosphere of love and learning for young children.

Specific Target:

1. Young children aged 2-5 who live in any of seven inner-city school districts in Rochester, New York, and who are not attending any established nursery program.

2. Mothers of young children who live in any of these seven inner-city school districts and who would benefit by having a teacher in her home.

Priorities:

1. Mothers of large families (six children or more)
2. One-parent families
3. Young mothers who may be potential mothers of large families
4. Multiple problem families.

The Community Teacher Program is a deliberate attempt to make the home of the ghetto child a more enriched environment in which children and mothers can learn how to learn and enjoy it. Under this program trained teachers spend 4 days a week in home teaching in inner-city neighborhoods. There are usually six to eight children in a home and each class meets for a 2-hour period twice a week.

Presently the program operates inseven inner-city school districts. These districts are heavily populated with families of the lower socio-economic bracket and have the largest number of low achievers in city schools (reading and arithmetic skills). There are now 11 full-time community teachers working in approximately 50 homes and reaching about 280 preschoolers.

Goals for the children are focused around achievement and acceptance. Goals for the mothers center around self-confidence and/or increase in skills. These are spelled out in detail in an evaluation design which has been presented to the New York State Department of Education in Albany, for further funding.

Parent aides meetone evening each week to discuss their role and learn more about the education of young children. Community teachers meet one day weekly to plan their program, exchange ideas and learn more about early childhood education, urban problems and the history and culture of minority groups.

TYPE OF PROJECT:	Early Childhood
TITLE:	Educating Teachers to Work with Young Children
PLACE:	Tufts University, Medford, Massachusetts
FUNDING SOURCES:	U.S. Office of Education (EPDA) (NDEA, summer 1968) National Institute of Mental Health ESEA, Title III in Collaboration with Lexington, Massachusetts Public Schools Learning Institute of North Carolina

OTHER COLLABORATING AGENCIES: None

PERSONS BEING TRAINED: Students who are preparing for careers in early childhood education

DIRECTOR:
Dr. Evelyn G. Pitcher
Eliot-Pearson Department of Child Study
Tufts University
105 College Avenue
Medford, Massachusetts 02155
Telephone 617-628-5000, Ext. 321

DESCRIPTION:

The philosophy behind the program stresses early childhood education as an integral part of all education rather than an isolated segment. The program's goals for children support overall developmental maturation, laying foundations for intellectual as well as social-emotional development that will provide personality and cognitive tools necessary for satisfactory lives. Teachers must work not only with groups of children, but must learn to work as and with individual tutors; they must be able to assess a child's particular environment, abilities, learning style, etc., and come up with formulations for instructional strategies to capitalize on strengths and minimize weaknesses.

The program includes both undergraduates and graduates, and provides special institutes for non-degree personnel seeking intensive work in the field. All courses involve students in direct confrontations with children in many situations: in nursery or kindergarten classrooms, in one-to-one tutorial sessions, in testing, in clinics, hospitals, day care centers, settlement houses, in suburbia and ghetto areas. It also prepares students for supervision, administration, and program development for emerging new roles in the field.

The content of the program emphasizes theoretical postulations with regard to how children develop and learn with reference to the culture in which they live, child development from infancy through age 5, techniques for teaching children and working with special problems, specific learning disabilities, language disadvantage, lack of self-esteem, etc.

In addition, the department operates a school, useful as a laboratory for every class, where the focus is on the problem of developing the match of the appropriate curriculum to the individual child to promote learning and overall developmental maturation.

Members of the Department of Child Study have worked with the Lexington Public Schools to make television programs showing children in kindergarten programs. The videotape has been put on 16mm. film and is available to teachers and administrators throughout the Commonwealth. The Department has also completed a film Learning in the Kindergarten.

EDUCATIONAL ADMINISTRATION

TYPE OF PROJECT: Educational Administration

TITLE: The Urban Education Program at Berkeley

PLACE: University of California, Berkeley, California

FUNDING SOURCES: U.S. Office of Education (EPDA)
University of California

OTHER COLLABORATING AGENCIES: None

PERSONS BEING TRAINED: Candidates who have a substantial commitment to urban educational problems, as evidenced generally by actual work in such fields as Federal or community service, antipoverty programs, or teaching in ghetto schools. Candidates for the doctorate will be preferred over terminal M.A. candidates. Graduates of the program are expected to become leaders or continue in leadership positions in such areas as: principals in urban school districts; organizers of community action programs; administrators in State and Federal government organizations concerned with education; college and university teaching and research positions.

Some of the candidates will hold Urban Education Fellowships; other will have general University of California Graduate Fellowships.

DIRECTORS: Professor Charles S. Benson (Co-Director)
Professor James W. Guthrie (Co-Director)
Urban Education Program
3525 Tolman Hall
School of Education
University of California
Berkeley, California 94720
Telephone 415-642-5353

DESCRIPTION:

The Urban Education Program is a course of graduate study in the School of Education of the University of California at Berkeley. The program pursues two objectives: (1) to prepare more dynamic leaders for urban education, and (2) to recruit a substantial portion of those leaders from among members of minority groups.

This is conceived of as primarily a doctoral program. Courses of study are individually planned for candidates; each student is strongly encouraged to take at least one-third of his total course work outside the School of Education, preferably in one of these areas: Social Welfare, City and Regional Planning, Sociology, Political Science, Operations Research, Systems Analysis, Economics, or interdisciplinary areas.

In addition to coursework, students generally participate in internship programs, especially designed for this Urban Education sequence.

Some members of the program will choose to work for California Supervisory or Administrative Credentials.

TYPE OF PROJECT: Educational Administration

TITLE: Experienced Teacher Fellowship Program in the Administration of Inner-City Elementary Schools

PLACE: University of Wisconsin, Madison, Wisconsin

FUNDING SOURCES:
U.S. Office of Education (EPDA)
Urban school systems (Chicago, Denver, Milwaukee, Minneapolis, and St. Louis)
University of Wisconsin, Milwaukee, Wisconsin

OTHER COLLABORATING AGENCIES: None

PERSONS BEING TRAINED: Prospective elementary school principals - 25 Fellows selected from among teachers in inner-city schools at these urban systems. The group is fairly well divided between men and women and among races.

DIRECTOR:
Dr. Russell T. Gregg
Professor and Chairman
Department of Educational Administration
University of Wisconsin
502 State Street
Madison, Wisconsin 53706

DESCRIPTION:

The major purpose of the program is to provide experiences for prospective educational leaders who will become agents for initiating changes pertaining to educational programs to serve effectively the poverty subculture of urban, inner-city schools, especially elementary schools.

The program was planned jointly by a group of professors of educational administration and professors representing the social science departments of economic, social work, urban and regional planning, political sciences, and social psychology. Instead of a traditional course organization, a unified program of learning activities was planned around the following five centers of interest: community and community relationships, pupils, school operation, strategies for change, and resources and their allocation.

An example of these learning activities is the community and community relationships phase of the program. It was developed around four categories of problems: (1) community-school interaction, (2) identifying and coping with influential persons and groups, (3) communicating and working with public agencies and programs, and (4) relating education to community improvement. The subject matter pertaining to these problems included the elements of community, community life styles, and component social systems. Instructional experiences related to community included a week of field experience in an inner-city district of Chicago and extensive case analysis of the Ocean Hill-Brownsville District of New York City.

Among the unique aspects of the project is the abandonment of separate courses and schedules of instruction and their replacement by a unified program of instructional experiences developed by the entire staff of some 16 persons. Other innovative aspects include a team approach to instruction and involvement of the Fellows in the planning of learning experiences. Field trips enable Fellows to develop familiarity with the problem from an operational point of view, instead of a theoretical one only. In the Pupils phase of the program, each Fellow does a study on the cognitive, affective, or familiar factors affecting pupil behavior--treating the pupil holistically rather than as simply an intellectual being. School operations learning involves systems analysis, gaming, computerization, and actual observation of on-the-job procedure of practicing principals. Strategies for change are implicit in all of the activities of the program, with a game-situation being played out by Fellows to simulate a practical problem of the kind they might face in implementing change.

MORE EFFECTIVE SCHOOL PERSONNEL UTILIZATION

TYPE OF PROJECT:	More Effective School Personnel Utilization
TITLE:	Institute for new staff organization and utilization
PLACE:	Beaverton Schools, Beaverton, Oregon
FUNDING SOURCES:	U.S. Office of Education (EPDA) Beaverton School District 48
OTHER COLLABORATING AGENCIES:	Oregon State Department of Education Northwest Regional Educational Laboratory Portland Community College Reed College Lewis and Clark College Portland State College Oregon Education Association National Commission on Teacher Education and Professional Standards
PERSONS BEING TRAINED:	Persons being trained as teachers. Present staff of the school district.
DIRECTOR:	Mr. Harold V. Wik Beaverton Schools 303 S. W. Erickson Beaverton, Oregon 97005 Telephone 503-292-3526

DESCRIPTION:

The Beaverton District #48 has attempted for some time to provide curriculum and materials which are both relevant to the student's present and future life, and also which make it possible for each child to learn at his own rate. Because it was found empirically in the District that traditional staffing patterns have not worked well in providing individualized instruction, the program of instruction now uses a greater variety of human resources who can provide the skills and expertise needed for individualized learning. This would include as examples: technicians, artists, craftsmen, and businessmen.

Steps in the project:

1. Define behavioral objectives for levels 1-12.

2. Identify the skills competencies and means necessary to implement step 1.

3. Ascertain the responsibility levels required to systematize step 2.

4. Write job (work) descriptions which satisfy needs defined in step 3.

5. Employ and/or train personnel in cooperation with the cooperating agencies.

6. Use the personnel defined and hired to staff the pilot school.

7. Test the models, redesign as needed, implement the differentiated staffing approach in the district.

The distinguishing features of the program include:

1. The project is approached from the learner aspect with major emphasis on learning diagnosis and consequent individualized instruction for the student.

2. The identification and writing of behavioral objectives (general and specific).

3. Differentiation in staffing will be based on tasks necessary to carry out the educational objectives.

4. The education and training of personnel identified in the process will be a cooperative endeavor; schools, community, colleges, industry, etc. will all contribute.

5. The district staff is active in all aspects of the endeavor research planning and implementation.

6. The model staffs developed will be trained as a team.

7. Differentiated compensation will be awarded for differentiated responsibilities in the learning environment.

TYPE OF PROJECT: More Effective School Personnel Utilization

TITLE: Teacher Education Component, Differentiated Staffing

PLACE: Niskayuna Public Schools, Schenectady, New York

FUNDING SOURCES: U.S. Office of Education (EPDA)
New York State Department of Education
Niskayuna School District

OTHER COLLABORATING AGENCIES:	Teachers Reserve Division, New York State Various industrial organizations
PERSONS BEING TRAINED:	Varying number of teachers to be trained to utilize new instructional technology and new staffing patterns, to include paraprofessionals.
DIRECTOR:	Mr. Joseph H. Oakey Niskayuna Public Schools Schenectady, New York 12309 Telephone 518-393-6651

DESCRIPTION:

The purpose of the project is to reeducate teachers and a variety of support personnel or paraprofessionals and incorporate the use of student teachers or interns from local educational institutions to achieve two purposes:

1. To create an organizational pattern that will permit individualized instruction for students;

2. To incorporate massive applications of technology to the learning process and to create patterns for more effective utilization of certified teaching personnel.

To accomplish these purposes teachers will need to be reeducated to utilize more effectively instructional technology and exploit the potential of these processes. Personnel will be trained to support teachers in the learning functions so teachers will not have to monitor students as they use the technology. The paraprofessionals will be used to perform these tasks and upper level student teachers or interns will be used for a great deal of small group discussion work, tutoring, or individualized work with students where they may need remedial assistance. Teachers will do the specialty work involved in these activities, diagnosing and prescribing programs for individual students; laying out tutorial programs which may be carried out by a teacher assistant or aides, and working in depth with students with very special kinds of problems. To support this team specially trained aides will be needed for clerical and recordkeeping functions and highly specialized curriculum research personnel, materials design and production personnel, and information specialists to develop programs for teachers. Attempts will be made to measure attitude change and development of attitude on the part of all personnel as the program develops and vary specific training programs are established.

At the start of the program there will be carefully described all the different roles to be filled by professional and paraprofessional personnel, and within these roles, the skills necessary to carry out the roles. Then the necessary entering qualifications for each of the roles will be ascertained. After skills levels are determined and entering qualification are established, it will be necessary to design training programs which will move people from entering qualifications to operational skills levels. The determination of these skills and requirements will be made by the personnel who will be involved in the program, combined with external consultants, students, parents, teachers, and various representatives external to the educational community. A pilot program will first be carried out by training a team of teachers to operate in each of the five elementary schools in the Niskayuna District in order to validate the previously written skills and qualifications necessary. At the same time the efficiency of various methods of training will be tested as well as the effectiveness of the training materials developed. Trainers for operating within the program will be selected and established in a training program and this entire operation will be tested and revised during the year of pilot effort. Following the year of pilot effort the program will be expanded to include more grade levels and to further test and validate the training materials and the criteria established for operational effectiveness.

One unusual aspect of the program is that the differentiated staff established for this team approach deals with the entire system and not simply with the teaching or learning act. It is a differentiated staff moving down into the paraprofessional area with a great deal of definition of tasks rather than a highly specified differentiated professional staffing only. The various district level support personnel are phased into the program. The entire basis of the program is to individualize instruction for students using a great deal of technology and teacher-produced learning materials to be used with the technology.

TYPE OF PROJECT:	More Effective School Personnel Utilization
TITLE:	The Temple City Differentiated Staff Training Project
PLACE:	Temple City School, Temple City, California
FUNDING SOURCES:	U.S. Office of Education (EPDA) Temple City School District The Kettering Foundation and other private foundations
OTHER COLLABORATING AGENCIES:	University of Massachusetts Clarement Graduate School California State College, Los Angeles
PERSONS BEING TRAINED:	Teacher interns, teachers who want to pursue advanced careers in teaching, and school administrators.

DIRECTOR:

Mr. Fenwick W. English
Project Director
Temple City Schools
9516 East Longden Avenue
Temple City, California 91780
Telephone 213-285-2111

DESCRIPTION:

A new staffing pattern is created which provides multiple entry to the teaching profession and creates new career opportunities for teachers to stay in the classroom. Coupled with flexible scheduling, differentiated staffing makes the school more responsible to the student and the teacher.

Differentiated staffing creates new levels of job functions for teachers that include greater voice in professional decisionmaking and in selection and regulation of colleagues. It demands new roles of administrators and permits cost-effectiveness models of staff utilization to be employed.

Temple City is part of a consortium composed of the Claremont Graduate School and the University of Massachusetts. Qualified personnel that emerge from the consortium's program are drafted to train other staff members. The process, therefore, is regenerative and will not require continued university support after a sufficient number of differentiated educators is achieved. By that time, however, it is expected that the Temple City Model will be adopted by other school districts and that the resulting demand for differentiated personnel will spur other teacher training institutions to follow the lead of Claremont and Massachusetts.

The training program includes a number of components:

> Component I Scholar-Teacher Arranged Studies positions the trainee in a consultative relation with field groups of 1-3 professors for the major areas of the curriculum. Consultant services include school visits, individual teacher conferences, directed study, and occasional large group presentations. The scholar-trainee ratio is approximately one to four.
>
> Component II Instructional Management Studies provides the trainee with a wide repertoire of methods for monitoring classroom teaching. This strand trains teachers to be skilled in the strategies for the individualization of instruction and the development of inquiry and cultural understanding. Tactical decisions in classroom teaching are studied as to their influence on shaping effective learning. These studies stress classroom simulation, field involvement, and data collection.

Component III Behavioral Study of Organizations builds within the trainee the theoretical and experimental bases for a smooth transition of differentiated staffing. Individual programs are designed for administrators and the intern senior and master teachers.

Component IV Auxiliary Personnel Training is conducted by a resident instructor who is sensitive to the problems of the minority groups from which instructional aides are recruited. Training centers on the achievement of basic clerical and housekeeping skills and their relation to the educational system.

Component V Model Building and Human Relations is a survey of relevant innovations in education and an exercise in the construction of substitute models of specific innovations.

Component VI Microteaching arms the candidates for Staff Teacher with an alternative method of evaluating their colleagues.

SPECIAL EDUCATION

TYPE OF PROJECT: Special Education

TITLE: Certification, Approval, and Retraining of Teachers for the Education of the Retarded

PLACE: Northern Michigan University, Marquette, Michigan

FUNDING SOURCES: U.S. Office of Education (ESEA, Title VI)

OTHER COLLABORATING AGENCIES:
Northern Michigan University
Marquette-Alger Intermediate School District, Marquette, Michigan

PERSONS BEING TRAINED: Teachers who are preparing for certification to teach mentally handicapped children

DIRECTOR:
Dr. Robert E. Carter
Associate Professor
Northern Michigan University
Pierce 8-B
Marquette, Michigan 49855
Telephone 906-227-2145

DESCRIPTION:

The project was designed to accomplish the following objectives: (1) offer college courses to teachers which will lead to certification to teach mentally handicapped children; (2) develop a corps of professional personnel who are indigenous to the area, qualified and certified to teach mentally handicapped children, and are available for employment in local or intermediate school districts in the Upper Penninsula of Michigan; (3) stimulate lay and professional interest in programs and services for mentally handicapped children; and (4) demonstrate the efficacy of a unique approach to the education and training of teachers of mentally handicapped children.

College coursework leading to certification will be offered to inservice teachers during regular hours of professional employment in each of six catchment areas in the Penninsula. These areas roughly approximate existing intermediate school district boundaries.

Two college courses (8 credit hours) will be offered in the respective catchment area each semester and summer session. Courses will be offered on Mondays or Fridays. Classes will meet from 9:00 to 11:30 a.m. and from 1:00 to 3:30 p.m. during the academic year. Summer session classes will meet from 8:00 to 9:50 a.m. and 10:00 to 11:50 a.m.

The final course requirement for full approval is ED 515. That course will be completed inservice in a classroom for mentally handicapped children. Supervision and consultant services will be provided by a project member. Requirements for ED 515 will be met after the successful completion of one school year in a classroom for mentally handicapped children under supervision.

Inservice teachers must meet the following criteria to be eligible for participation in the project: (1) a bachelor's degree, (2) a valid Michigan Life Certificate, a Michigan Elementary Provisional Certificate or Permanent Certificate or a Michigan Secondary Provisional Certificate or Permanent Certificate, (3) 3 years of successful teaching experience, and (4) plan to teach in a program for mentally handicapped children in the Upper Peninsula immediately after the successful completion of coursework.

Contract substitute teachers will be employed by local school districts during the academic year to allow inservice teachers to attend college classes. Contract substitute teachers will be assigned to work cooperatively and supportively with inservice teachers. In catchment areas where classes are offered on Monday, substitute teachers will serve as teaching aides during the P.M. session in the classroom on Friday and as a substitute teacher on Monday. In areas where classes are offered on Friday, substitute teachers will serve as teaching aides during the P.M. session in the classroom on Thursday and as a substitute teacher on Friday. Hopefully, a positive and supportive working relationship will develop between substitute teacher and inservice teacher. This relationship should appreciably strengthen the classroom program.

This is a 3-year project designed to reduce substantially the teacher shortage in the area of the mentally handicapped for the Upper Peninsula of Michigan. The organizational structure provides for increasing university staffing to offer special education training and supervision to teachers during working hours. By rotating university staff among various service areas, 90 fully approved teachers will be available for employment within a 3-year period. An additional attribute of this project is that the teacher's services are not lost during the training period and therefore, local administrators are supportive.

SPECIAL PROJECTS

TYPE OF PROJECT: Special: Community Centered Education

TITLE: Mott Graduate Study Program in Community Education

PLACE: Flint, Michigan

FUNDING SOURCES:
Mott Foundation
Eastern Michigan University

OTHER COLLABORATING AGENCIES: None

PERSONS BEING TRAINED:

(1) Persons being prepared as community services directors.

(2) All professional school personnel in Flint.

(3) Nonprofessional school personnel and lay citizens for consultative assistance and direct experiences.

(4) Various kinds of specialized personnel, such as coordinators of adult education programs, directors of youth programs, family life activities leaders, community recreation personnel and directors of senior citizens' program.

(5) Parents

DIRECTOR:
Mr. W. Fred Totton
236 Mott Science Building
1401 East Court Street
Flint, Michigan 48503
Telephone 313-CEdar 8-1631, Ext. 278

DESCRIPTION:

Assisted by funds from the Mott Foundation, the Flint, Michigan, Board of Education decided to convert all of the public schools in Flint to multipurpose community schools. This meant that the schools would be staffed from early morning until late at night, 6 or sometimes 7 days each week for 52 weeks in the year. The personnel to do this job needed specialized training. Each school would become a service center to help meet the learning needs of everyone in the community. It was hoped that through a learning program for all, the people of Flint would be better prepared to solve their own problems and that Flint would become a better city in which to live. By providing another workable model Mott Foundation personnel wanted to help other communities throughout the United States find ways to convert to community schools which might provide the basis for individual and community improvement.

When a school converts from the traditional single-purpose function to the multipurpose function, almost everything related to staff and program undergoes change. Classrooms are used for multipurposes. Parents and lay people become active in the educative process. Additional equipment is needed. Learning experience in the optional portion of the community schools influences change in the required portion of the curriculum. The role of all persons involved changes to some extent. These changes are largely in the areas of leadership, communications, and human relations.

Based upon observation, job analysis, and research, a program of graduate study leading to the master's degree was developed and implemented in order to help experienced school personnel advance their skills in leadership, communications, and human relations, and in order to prepare new, inexperienced personnel for service in community schools. A second stage was to develop the education specialist's degree for those preparing for broad leadership responsibility in the field of community education. The development of a doctorate in community education is contemplated. The graduate program developed thus far includes course and seminar work, field study, on-the-job experience, and internship.

Content and experience include:

> A review of reasons why community education is needed in present day society.
>
> An analysis and acquaintance with the power of the community education process to solve social problems.
>
> A study of change in individuals and communities where community education has been implemented.
>
> The history of the use of the educative process in solving social problems.
>
> A thorough study of the function and organization of the community school.

A thorough study of the administration of community education and the role of each staff member in the administrative process.

A study of leadership development and leadership techniques.

A study of the whole program of communication and communication techniques.

A study of procedures and their application for assessing human and community wants and needs, as well as for assessing the resources available to meet these needs.

A study of all phases and practices relating to the field of human relations.

Specialized courses and seminars include: (1) The Community School, (2) Community Organization, (3) Community School Administration, (4) Leadership and Human Relations Skills, (5) Communications for Leaders, (6) The Community School Curriculum - Curriculum Foundations, (7) Techniques of Social Research, (8) The School and Community Understanding, (9) Human Development, and (10) Field Study in Community Education.

Related courses recommended for study include Intercultural Relations, Adult Education, The Economics of Education, Guidance and Counseling, The Use of Audiovisual Aids, and Problems of Urban and Rural Society.

As a result of the operation of the program, significant improvements--some rather dramatic--have been noted in the following areas of community life: (1) Reduction in juvenile delinquency, (2) Improved health record, (3) Improved reading level of children through parent training, (4) Reduction of school dropout rate, (5) Increase in voter participation, and (6) Increased financial support for schools.

TYPE OF PROJECT:	Special: Integrated Education
TITLE:	Teacher Education Program for Integrated Education
PLACE:	Chapel Hill, North Carolina
FUNDING SOURCES:	U.S. Office of Education Civil Rights Act of 1964, Title VI Southern Education Foundation
OTHER COLLABORATING AGENCIES:	Chapel Hill City Schools Duke University University of North Carolina North Carolina College

PERSONS BEING TRAINED: All of the teachers in the Chapel Hill City Schools, plus a group of student teachers from the above three cooperating universities.

DIRECTOR:
Mrs. Barbara C. Lawler
Coordinator Teacher Education Program
Chapel Hill City Schools
400 School Lane
Chapel Hill, North Carolina 27514
Telephone 919-942-5146

DESCRIPTION:

The program involves all the teachers in the Chapel Hill City Schools plus a group of student teachers from the three cooperating universities. The teacher education activities are planned to respond to four kinds of problems that become more intense with the establishment of student and faculty racial balance in each school:
(1) Teacher-pupil interaction problems due to prejudice and misunderstandings, (2) "Self-selection of pupils along racial lines resulting in polarized student groups,"(3) Parent estrangement from the schools that had been associated with the "other" race, and (4) A curriculum not relevant to the lives of many students and an instructional program not suitable to the wide range in student interest and ability.

Workshops were conducted to improve the teachers' "human relations" effectiveness with the students and to improve the teachers' understanding of the kinds of problems they would face. To sensitize teachers to their relations with pupils, 10 hours of instruction in Flanders Interaction Analysis were conducted, followed by several hours on motivational and reinforcement theory. This was done in the spring of 1968; 98 percent of the teachers in the system participated. A 2-week workshop on "motivating disadvantaged children" had been held during the summer for 30 participants. Its goal also was understanding and skill in human relations. Another type of workshop aimed at increasing teachers' understanding of the communities in which their students lived. These programs included trips to local Negro churches, tours of residential areas, and seminars in the local Community Action Program Neighborhood Center.. In all of these workshops, students and parents were used as panelists and resource persons.

The student polarization problem was discussed in the various workshops but the major effort made was not through teacher education, but through student activities. A high school "Race Council" was formed by the students. It actually was a series of discussion meetings in which the black and white students confronted each other with their attitudes and opinions. Approximately 20 percent of the students, black and white equally, participated at various times.

A substantial amount of workshop and planning time has involved teachers in studying and writing materials to increase the attention of Afro-American history, culture, and art. This effort is the major curriculum revision taking place as part of the desegregation program. Even greater attention has been given to instructional procedures. The school system has adopted "individualized instruction" as a more viable response than "grouping" to individual differences. Many workshops, usually conducted by small "planning teams" of three to five teachers, have been held. A number of other workshops have been held on such themes as the "inquiry" method of teaching, team teaching, creativity, and academic games. Several games, written and being used by the teachers, concern problems of race relations.

Workshop time during the school year for regular teachers was on a "release time" basis rather than after school. This was permitted by a floating team of "staff teachers." They were not assigned to a particular school but operated as a team, thereby easily adopting the role of "curriculum planners." They did not substitute-teach, and were not allowed to follow any existing textbooks or pre-planning program. They were expected to write and teach "original" activities and were given enough non-teaching time to prepare to do this. Almost all the staff teachers successfully adopted this role of the teacher as one who is independent of existing packages and is competent to plan teaching activities.

TYPE OF PROJECT:	Special: Minicourse
TITLE:	Minicourse and Instructional Model Training Program
PLACE:	Far West Laboratory for Educational Research and Development, Berkeley, California
FUNDING SOURCES	U.S. Office of Education (EPDA)
OTHER COLLABORATING AGENCIES:	None
PERSONS BEING TRAINED:	Classroom teachers.
DIRECTOR:	Dr. Walter Borg, Director Teacher Education Program Far West Laboratory for Educational Research and Development 1 Garden Circle, Hotel Claremont Berkeley, California 94705 Telephone 415-841-9710, Ext. 25

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DESCRIPTION:

A typical minicourse involves about 15 hours of teacher training in either the preservice or inservice setting. During this time the teacher being trained is introduced to a number of specific classroom skills. These skills are first described and illustrated in an instructional film. The trainee then sees the skills employed in a brief classroom situation by a model teacher. Then the trainee plans a short lesson in which he attempts to apply the skills that have been presented. This lesson is taught to a small group of pupils and is recorded on videotape. Immediately after the lesson, the trainee views the videotape. His attention is focused on the specific skills he is attempting to learn. Having seen and evaluated the videotape recording of his lesson, he replans the same lesson and reteaches it the following day to another small group of pupils. This lesson is also recorded on videotape and he again views and evaluates his performance immediately after the lesson is completed. He then proceeds to the next sequence of instructional lesson, model lesson, microteach, and reteach. Evidence to date (Borg. *et*. *al*, 1968, Borg, 1969) indicates that the first course built on the minicourse instructional model is capable of bringing about large and relatively permanent changes in the classroom behavior of the inservice teachers who are included in the main field test sample.

The Minicourses now completed or under development include:

Minicourse 1: "Effective Questioning in a Classroom Discussion (Elementary)"

Minicourse 2: "Thought and Languages: Skills for Teaching Kindergarten Children with Minimal Language Experience"

Minicourse 3: "Effective Questioning in a Classroom Discussion (Secondary)"

Minicourse 4: "Verbal Classroom Interaction"

Minicourse 5: "Effective Tutoring in Elementary School Mathematics"

Minicourse 8: "Organizing the Kindergarten for Small Group Instruction"

Minicourse 9: "Bloom's Cognitive Taxonomy Applied to Classroom Discussions"

TYPE OF PROJECT:	Special: Mobilab
TITLE:	Mobilab Inservice Teacher Training Project
PLACE:	Intermediate Education District, Eugene, Oregon
FUNDING SOURCES:	U.S. Office of Education (ESEA, Title III)
OTHER COLLABORATING AGENCIES:	Sixteen school districts of the Intermediate Education District University of Oregon State Department of Education, Division of Continuing Education The Oregon Compact Program, Small School Project
PERSONS BEING TRAINED:	Teachers and educational personnel of the participating local school districts
DIRECTOR:	Dr. LeRoy Owens, Director 1897 Garden Avenue Eugene, Oregon 97403 Telephone 503-343-3371

DESCRIPTION:

The program is to assist local school districts and communities in organizing total staff and community inservice training programs with particular focus on communication within schools in the district and between schools and communities. The project has developed three models for inservice training: (1) Total school staff seminar; (2) Regional or district-wide seminars; (3) Community-school seminars.

The purpose of these seminars is to create an innovative climate within schools and in the community. The Mobilab staff has developed techniques, equipment, and materials for assisting local participants in developing their own continuing inservice training. Special attention on structure and process, rather than content, differentiates this project from other inservice programs. The use of closed-circuit television equipment (Mobilabs) enhances group building procedures and enables the observation of group interaction. The seminars are conducted on-the-job for several months duration and involve students and parents as well as school staff.

The Mobilab planning grant initiated the concept of an inservice training center to assist a region of many school districts in developing and conducting inservice training. This concept includes community participation as well as students and school staff. The training center assigns a staff team to work directly with each district. This staff carries resource materials, closed-circuit television equipment, and consultative assistance in group structure and process. The staff works directly through the existing school organization to help the total staff of a school district or a region in structuring inservice training around its own needs and requirements. The staff assists in identifying staff concerns and eliminating communication blocks to participation and understanding. The seminars continue as an ongoing part of the school program and make teacher improvement an ongoing part of the education process. Participants are encouraged to organize seminars carrying graduate credit through the Division of Continuing Education and the University of Oregon. The content of the seminar is identified by the participants. By following a prescribed structure the seminar group includes initial participation, organization of a steering committee, and definition of structure and content following the identification of seminar goals by all the participants. The staff helps the group establish and organize patterns of self-involvement based on the continuing resources available to the area. Leadership is identified during the seminars to encourage a continuing program.

One of the more promising aspects of this program is the application of the Mobilab process to school district and community problem solving. For example, the City of Eugene, Oregon, is sponsoring a Community Seminar on Aging utilizing the Mobilab staff, equipment, and ideas. The Mobilab process develops a positive base for communication between conflicting community groups. By focusing on process and structure, these conflicting elements are provided an opportunity to identify common concerns and from this base negotiate differences. With the use of remote-controlled television equipment in developing and utilizing procedures, the Mobilab staff feels that it has tapped a completely new potential for the use of electronic media. The Mobilab use of television allows classrooms and other groups to remain undisturbed while gaining the advantage of electronic feedback.

TYPE OF PROJECT:	Special: Personalized Instruction
TITLE:	NEXTEP (New Exploratory Teacher Education Program)
PLACE:	Southern Illinois University, Edwardsville, Illinois
FUNDING SOURCES:	U.S. Office of Education (EPDA) Southern Illinois University
OTHER COLLABORATING AGENCIES:	None

PERSONS BEING TRAINED: Teacher educators and experienced teachers

DIRECTOR:
Merrill Harmin
Southern Illinois University
Edwardsville, Illinois 62025
Telephone 618-692-3236

DESCRIPTION:

NEXTEP's current curriculum is different in many respects from conventional programs. Learners have many more choices about what and how they study. Grades are replaced by descriptive evaluation reports. There is much attention to the personality development of teachers in training. Courses are replaced by briefer study units which have either clear objectives or clear procedures, or both. Small "core groups" are formed to provide security and guidance. Practice experiences are woven throughout the course of study. And self-discipline and exciting teaching are the chief motivating forces.

All students in NEXTEP's developing model curriculum are placed into four-person core groups and are taught a series of strategies for making the most of the resulting peer-led interaction. Cross groups are formed by having one person from each core group meet together in a new group. Cross groups and community meetings provide a communication network in the program and stimulate personal and social growth.

Learning is organized around units of study which students contract to master if and when they are ready for them. Ideally, units have operationally stated objectives and alternative learning routes. Students are informed that they may always invent their own learning routes.

NEXTEP presently has units on such topics as handling disruptive behavior in the classroom, helping students clarify values, developing one's own empathy, exercising students' thinking, and using interaction games to meet needs and teach interpersonal skills.

The mood of the program is humanistic, flexible, and open. There is much emphasis on releasing the natural potential of learning and removing impediments to interpersonal effectiveness.

Among the more promising aspects of the program are core groups, the contract system, and learning units that tie more directly to teacher behavior than do traditional educational "theory" courses. Perhaps the key innovation that bears attention is the general style of the program--a style that is characterized by reduced status differential between faculty and students, learner-centered curriculum, free choice, self responsibility for progress, and regular self-evaluation of the program climate and program elements.

TYPE OF PROJECT:	Special: School-College Collaboration
TITLE:	Comprehensive Teacher Training Program
PLACE:	State University College at Brockport, Brockport, New York
FUNDING SOURCES:	U.S. Office of Education (EPDA) State University College at Brockport New York State Education Department
OTHER COLLABORATING AGENCIES:	None
PERSONS BEING TRAINED:	Sixty-one junior and senior students in Urban Education Twelve liberal arts graduates involved in a teacher internship program Five experienced teachers (administrative interns) involved in a graduate program in educational administration.
DIRECTORS:	Dr. Andrew D. Virgilio State University College Brockport, New York 14420 Telephone: 716-395-2504
	Miss Helen Gerhardt City School District 13 Fitzhugh Street South Rochester, New York 14614 Telephone 716-325-4560

DESCRIPTION:

The work of all three groups of students being trained is closely related under this program. The students have become an integral part of the faculties of four schools in the City School District of Rochester, in which they are receiving their education. Traditional concepts of student teaching have been replaced with a systems approach to teacher education.

A clinical professor has been assigned to each of the four schools involved to work daily with the principal in coordinating the program. The clinical professors devote full time to the program, and the schools are their main bases of operation. In addition, a full-time helping teacher has been assigned by the City School District to supervise each group of four teaching interns. Other staff provide related content instruction to the students in the school building.

Schools to be included in the program were selected on the basis of the following major criteria:

1. Students would have the opportunity to work in racially integrated classrooms;

2. The principal of the school would be one who has had prior experience in the preparation of new staff members in other programs;

3. The school would be involved in the development and implementation of new approaches for improving the education of urban children;

4. The school would have had a long and successful history of participation in student teaching experiences for area colleges;

5. The program would have the full support of both the principal and his faculty.

Under the Professional Year Program, 14 juniors and seniors, four liberal arts graduates (teaching interns), and an administrative intern have been assigned to the staff of the school which may be taken as an example: the General Elwell S. Otis School No. 30, K through 6, mainly children of lower socio-economic background.

These participating juniors and seniors are viewed as assistant teachers by the regular staff. They have been assigned to teaching teams in the nongraded program and are given increased responsibilities as their skills increase.

In this program, students will be trained to:

1. Include community resources in planning for instruction, *e.g.* people, agencies, cultural centers, local publications;

2. Use the environment and experiences of children in communicating concepts;

3. Express instructional objectives in behavioral terms;

4. Utilize diagnostic tools to assess pupils' skills and plan instruction on the basis of the results of such findings;

5. Use conceptual frameworks of teaching for the analysis of teaching and learning;

6. Identify divergent culture patterns which characterize children with whom they interact;

7. Identify geographical, socio-economic, political, and ethnic forces which act upon urban education;

8. Identify and express changes occuring in their feelings about, and perceptions of, other people;

9. Identify within the role of teacher components other than that of instruction;

10. Accept teaching positions in urban schools.

TYPE OF PROJECT:	Special: Sensitivity Training: Enhancing Teacher Perception
TITLE:	A Training Program Designed to Change Teacher Perception and Behavior
PLACE:	Newark State College, Union, New Jersey
FUNDING SOURCE:	U.S. Office of Education (ESEA, Title III)
OTHER COLLABORATING AGENCIES:	South Brunswick Township, New Jersey Public Schools National Training Laboratory-Institute for Applied Behavioral Science, Washington, D.C. Laboratory for Applied Behavioral Science, Newark State College Educational Testing Service, Princeton, New Jersey
PERSONS BEING TRAINED:	The entire staff of a junior high school, elected administrators, teachers, and pupils from the high school, selected elementary school teachers (all from South Brunswick), and selected student teachers from Newark State College
DIRECTORS:	Dr. James Kimple Superintendent of Schools South Brunswick Township Public Schools 10 Allston Road Kendall Park, New Jersey Telephone 201-297-1000

Dr. Robert Chasnoff
Dean of Trainers for
NTC Institute
Laboratory for Applied
Behavioral Science
Newark State College
Union, New Jersey 07083
Telephone 201-289-4345

DESCRIPTION:

The program has the ultimate objective of improving teachers' perceptions of learners in the classroom and providing a support system for teachers to experiment with innovative ways of teaching.

The program is divided into two parts: a summer program and a follow-up. The summer program began with a human relations laboratory for the participants listed, with emphasis upon improving abilities to communicate feelings and ideas, improving problem-solving abilities of work groups, and beginning the diagnosis of work and learning objectives. These objectives were gained by means of T-group work and other general and small group skill sessions. After this phase, and for the next 4 weeks, the elementary teachers and some student teachers were involved in a program conducted by the school system on the improvement of the diagnosis of pupils' needs and the teaching of reading.

In the high school, the pupils underwent the same kind of human relations training program as that of the teachers. After its completion, the pupils and teachers were involved for 2 weeks of work to clarify their perceptions of themselves and each other.

During the second, or followup phase, on weekends and days especially set aside for this work each of the groups continued human relations work into the school year.

This program features a systems approach to self-renewal of a total school district, with the building of trust and confidence as well as skills and abilities.

Evidence was developed through evaluation that there was actual change in the perceptions, productivity (better marks, etc.), and general performance or level of functioning of the participants in this program, one of those most unique features is that it is "owned" by all of the participants including the pupils.

TYPE OF PROJECT:	Special: Staff Development College
TITLE:	Learning Resources Center for Improving Teacher Education
PLACE:	Atlanta Public School System, Atlanta, Georgia
FUNDING SOURCE:	U.S. Office of Education (ESEA, Titles I and III)
OTHER COLLABORATING AGENCIES:	U.S. Third Army U.S. Forest Service University of Georgia Georgia State College Georgia Regional Hospital Georgia State Department of Education Georgia Division, National Association of Manufacturers American Red Cross Girl Scout Council Junior League Atlanta Chamber of Commerce Theater Atlanta Academy Theater Archdiocese Schools of Atlanta Lovett Schools Westminster Schools Fairhaven School Emory University Atlanta University
PERSONS BEING TRAINED:	Beginning teachers Leadership potential group (supervisory, administrative) Paraprofessionals Community agency personnel Community cultural group personnel Trainers of teachers Critical areas of education (special education personnel, enrichment personnel)
DIRECTOR:	Mrs. Lucille Jordan Institutionalized Services Center 2930 Forest Hills Drive, S.W. Atlanta, Georgia Telephone 404-761-5411, Ext. 293 or 294

DESCRIPTION:

The Atlanta Public School System is attempting to bring about a collaboration of efforts on the part of the teacher education institutions in the area, the community agencies, and its own instructional staff through the development of programs to improve instruction.

The program has these features:

1. Instructional Teams

   Teaching teams, each consisting of six beginning teachers and a lead teacher, are assigned to various instructional levels and organizational settings. The interns, who are certified beginning teachers with bachelor's degrees, have the full responsibility of a class of pupils. They work under the direct leadership of a lead teacher who is released from specific classroom duties. This lead teacher guides the interns through first-year teaching experiences, utilizing techniques and methods appropriate to their needs such as: individual and group conferences, observations, demonstrations, curriculum planning sessions, consultation by skilled resource persons in child guidance and in the subject areas, home visits, parent conferences, and instruction in the utilization of various instructional media.

2. Graduate Continuum Program

   A second aspect of the program is the graduate continuum phase in which interns are assisted in planning graduate programs of study with cooperating colleges and universities in the immediate area. The institutions allow 10 hours of credit toward the master's degree for the internship experience of this initial year, if the degree is completed within a 3-year period.

3. Utilization of Community Resources

   The third phase of the program involves the education of teachers in the proper incorporation of community resources (educational, cultural, business and industrial, natural and human) into the curriculum. The community agencies provide resources such as performances, consultants, free films, educational literature, exhibits, and speakers to supplement the curriculum and inservice activities. These opportunities are available to all schools on a scheduled basis, without regard to the economic status of the community.

4. Staff Teachers

To release instructional teams for planning sessions, conferences, visits, and inservice experiences a corps of staff teachers is available. These teachers are fully certified, regularly employed teachers who are trained to take special units into the classrooms to enrich the instructional program.

5. New and Innovative Ideas

Teaching, resource, and curriculum personnel are all encouraged to develop plans for new approaches to old and new problems of instruction. These proposals when well conceived and formulated are accepted by the staff, steering committee, and the assistant superintendent for instruction if they fit into the framework of the philosophy of the Atlanta School System, and then the implementation becomes the responsibility of the persons who developed the plans.

6. Evaluation

Research procedures are being built into the program as it develops, in order that evaluation will be continuous and varied. Reliable instruments by educational psychologists, such as Kerlinger, Ryans, Sorenson, and Bills, are utilized as part of the inservice experiences of lead teachers and interns. The attempt is being made to create an atmosphere conducive to self-evaluation; realizing that only as an individual perceives his need for improvement will the development of teacher competence and excellence in instruction occur.

TYPE OF PROJECT: Special: Team Internship

TITLE: The Team Internship

PLACE: Wayne State University, Detroit, Michigan

FUNDING SOURCES: Wayne State University
Detroit Public Schools

OTHER COLLABORATING AGENCIES: None

PERSONS BEING TRAINED: Varied number of teacher interns, organized into team-internship units with four teacher interns per team; these are prospective elementary schoolteachers.

DIRECTOR:

Dr. E. Brooks Smith
Chairman, Elementary Education Department
Wayne State University
Detroit, Michigan 48202
Telephone 313-577-1754

DESCRIPTION:

The major purposes of the program are as follows:

1. To extend the opportunities for "responsible teaching" for student teachers and bridge the gap between teacher role-playing and teacher role-assuming.

2. To provide an instructional situation in which student teachers can work independently while still under expert guidance and in which they may make critical analyses of their teaching.

3. To develop a transition from student teaching to beginning teaching.

4. To make a constructive contribution to the city's problems of a shortage of teachers in culturally divergent communities.

This team-internship program suggests a practical structure for clinical experiences in teacher education that combines responsible in-depth teaching under guidance with opportunities for critical analysis of teaching by the neophyte teacher. Within this structure, the following unique conditions are possible:

1. Involvement of school and university personnel in development and implementation of goals and objectives for classroom teaching.

2. Opportunities for two-, three-, or as many as seven-way conferences to discuss and analyze teaching.

3. Possibilities for many types of cooperative classroom teaching involving any team-unit members, even the college faculty.

4. Close involvement of the team-unit with analysis of teaching facilities, introduction of various interaction schedules for discussion and use by team members.

5. Proximity of team-unit classrooms makes possible frequent video-taping for use in self-appraisal, one-to-one, and group analysis of teaching.

6. The intern is free and responsible to develop and implement his own classroom program, with an experienced teacher on hand to advise and guide him. The intern gets the opportunity to try innovative ideas he has been reading about.

7. As interns become totally involved in teaching in a city school, they become more aware of and understanding of the city school, and many have been influenced to remain in city schools.

TEAM-INTERNSHIP UNITS

Each team-internship unit involves the following personnel with specified functions:

1. Four teacher interns: students who have shown competence in an initial student teaching experience. These interns, working in pairs in two associated classrooms, plan and carry out all classroom activities for the children. Under the guidance of a teacher director, two teams are assigned, one each semester.

2. One teacher director: a qualified center supervising teacher who directs the activities of the internship unit, being responsible for both classrooms for children and the day-to-day training of the interns.

3. One clinical instructor: a college supervisor who coordinates the program. He serves with, and is consultant to the teacher director and the interns (one-fourth time, an instructor could work with these units, 12 interns, as a half load).

4. One clinical professor: a senior faculty member of the college of education who serves as adviser to the program (one-tenth time).

5. One educational psychology professor: acts as a consultant to the entire group.

As the unit functions, four teacher interns are assigned to the teacher-director and two classrooms. Under the direction of the teacher-director and the clinical instructor, the interns work as a team and in pairs in planning, organizing, and carrying out the instructional program. The interns are present 80 percent of a full school week for an entire semester; remaining time being used for college classwork or as the interns see fit.

The interns are offered additional college credit over what is ordinarily received by the student in the second student teaching contact. In addition, interns receive one-eighth the salary of a beginning teacher in the Detroit Public Schools.

Teacher-director salaries are based on the salary of an experienced teacher in the Detroit system plus the usual university honorarium of $40 per intern per quarter to a total of $320 per year for the eight interns.

Clinical supervisors receive a reduced supervision load, approximately two-thirds the normal load, so they may spend additional time with the team-intern unit and be active within the program.

An important aspect of this program has been the continuous evaluation which has taken place throughout its operation. Evaluation has involved study by members of the Detroit central school administration, assessment by team-unit members through questionnaires and interviews, and a followup study, now in process, of teachers who have been through the team-internship program.

SUPPORT PERSONNEL (MEDIA SPECIALISTS)

TYPE OF PROJECT: Support Personnel (Media Specialists)

TITLE: An Institute for Faculty Improvement in Media Applications to Undergraduate Instruction

PLACE: Michigan State University, East Lansing, Michigan

FUNDING SOURCES: U.S. Office of Education (EPDA)
Michigan State University

OTHER COLLABORATING AGENCIES: None

PERSONS BEING Twenty-two key faculty members from 16 institutions in Michigan and Ohio. Twelve Michigan State University faculty and as many departments are also involved in instructional development in media, with 20 graduate students acting as consultants in media on a one-to-one basis to the various outside faculty. These participants will assume their appropriate role in instructional improvement at their respective institutions.

DIRECTOR: Dr. Elwood E. Miller
401 Computer Center
Michigan State University
East Lansing, Michigan 48823
Telephone 517-353-8840

DESCRIPTION:

The Instructional Development Institute has established a framework whereby the participants have been able to:

1. Identify and analyze specific instructional problems.

2. Break these problems into their principal components.

3. Differentiate between the communications potential of the various media, and evaluate media in terms of practicability and effectiveness.

4. Analyze and apply media components in the solution of an instructional problem and develop discrimination in terms of effectiveness and efficiency.

5. Experiment, individually or in groups, with new media applications in large group, small group, and individualized instruction.

6. Gain practical experience in the use of several media through application.

7. Become acquainted with local, State, and Federal sources of support for instructional improvement programs in their home institutions.

In addition, the institute has provided the opportunity to experiment with methods whereby faculty members can best be made competent in instructional development procedures and to increase the number of instructional development type media professionals available to undergraduate college programs.

This institute program has been implemented through scheduled weekly sessions in the following areas:

1. Instructional technology and development as related to learning problems in higher education.

2. Educational philosophy, psychology of learning, learning and communication theories as related to instructional development.

3. Instructional systems development as evidenced by the research in the field.

4. Graphics design and the potential of media in various methods and modes of instruction.

These sessions have utilized the institute staff, MSU faculty and specialist consultants from other universities. They are being used in their professional capacities as authorities from academic disciplines and from other areas concerned with the processes of innovation and change.

One creative aspect has resulted from the diversity in background and expertise of all the participants. The off-campus personnel bring direct problems from their institutions and share differences in approach strategies. The graduate students' contribution is their familiarity with the major research efforts and specific media applications. The instructional problems of the on-campus faculty participants especially present "real world" opportunities for the application of instructional development strategies by the graduate student consultants and the institute staff.

Another promising aspect of the institute lies in the organized program to prepare young men and women for careers in instructional development.

SUPPORT PERSONNEL (PUPIL PERSONNEL SERVICES)

TYPE OF PROJECT:	Support Personnel (Pupil Personnel Services)
TITLE:	Institute Program for Training Developmental Counseling Specialists and Developing Learning Environments by Training Administrator-Counselor-Teacher Teams
PLACE:	University of Pittsburgh, Pittsburgh, Pennsylvania
FUNDING SOURCES:	U.S. Office of Education (EPDA) Five local school districts
OTHER COLLABORATING AGENCIES:	None
PERSONS BEING TRAINED:	Thirty-nine counselor trainees, of whom 13, will be supported by Federal funds and 26 by local funds.
DIRECTOR:	Dr. Robert J. Campbell, Assistant Professor University of Pittsburgh Room 922, Schenley Hall Pittsburgh, Pennsylvania 15213 Telephone 412-621-3500, Ext. 6345, 6346, and 6347

DESCRIPTION:

Counselor trainees are to be trained in a program of a total length of three semesters. Initially trainees will be on campus to facilitate the initial development of expertise; after the groundwork has been laid, the training gradually shifts from on-campus to off-campus activities.

On-campus training activities will center around (1) social science theory and method, (2) counseling theory and techniques, (3) group theory and techniques, (4) guidance, testing, and research methods, (5) consultative and cooperative relations with teachers, (6) methods for development of communication sensitivity and other conditions necessary to maximal learning, and (7) procedures for coordinating other specialized educational personnel in developmental work with students and staff. The program incorporates many features of a model learning environment which allows students to learn from their own program experiences and to translate these learnings into a relevant, integrated, operational role as a public school counselor-consultant.

Off-campus activities will emphasize the creation, development, and maintenance of field environments conductive to the training of counselor-consultants.

One of the major objectives of the program is the training of developmental counselors who can play a much more significant role in influencing educational settings.

This is to be accomplished by (1) Increasing the amount of actual work experience, through field placements, of the counselors, (2) Pairing up each counselor-trainee with a teacher-trainee to work with children and change the classroom environment, (3) Training teachers as well as counselors so as to provide a cadre of teachers who can serve as change agents in the school and continue the effects of the training program in the ongoing system, (4) Establish teams of trainees in developing innovative programs, (5) Use videotape technique in supervision of the training, (6) Use of small groups of trainees to work together to provide more intensive interaction between trainees and faculty, (7) A tutorial advisor assigned to each student-trainee, (8) The use of block scheduling providing for sequential planning of curricular experiences, and (9) A cross-disciplinary and problem-oriented curriculum rather than one artifically fragmented into unrelated courses.

TEACHER CORPS

TYPE OF PROJECT: Teacher Corps

TITLE: Mexican-American Teacher Education Project for Rural-Migrants

PLACE: University of Southern California
Los Angeles, California

FUNDING SOURCES: U.S. Office of Education (EPDA)
Local Education Agencies

OTHER COLLABORATING California State Department of Education
Woodlake Union High School District;
Stone Corral Elementary School
Culter-Orosi Unified School District
(These districts are in Tulare County, California)

PERSONS BEING TRAINED: Future teachers being prepared to work in rural and migrant impacted school districts whose disadvantaged population is almost entirely Mexican-American.

DIRECTOR: Miss Patricia Heffernan Cabrera
University of Southern California
Phillips Hall S-1002 - University Park
Los Angeles, California 90007
Telephone 213-746-6216

DESCRIPTION:

The purpose of the program is to provide teachers with the special teaching strategies and cultural empathy necessary to communicate with low-income Mexican-Americans and others who are the disadvantaged segment of an educational clientele; to recruit into teaching individuals with a commitment to developing home-school-community relationships for those who have been virtually overlooked and hence are not involved in the educational mainstream; to develop bilingual-bicultural teacher training programs and HILT (high intensive language training in Spanish) for non-Spanish speaking teacher candidates; to help stem the "brain drain" that is compounding the critical teacher shortage, particularly in rural areas; to recruit Mexican-Americans into the education profession; to develop an understanding of the dynamics of human interaction and depth of analysis of the culture of poverty communities; and to learn community strategies relative to solving the above problems.

Teacher Corps: Rural-Migrant includes two phases: (1) a preservice in which the following occur--special workshops in communication and group dynamics; community analysis, team leader training, coursework and social internship in which interns become knowledgeable about disadvantaged communities; and a high-intensive language experience in Spanish (HILT) for those who do not speak the language; and (2) an inservice program in which interns are involved in the schools, community activities, and university coursework. Professors and seminar and workshop leaders are transported to the teams in the field since the migrant project is some 250 miles away from the USC campus. Academic activity necessary to the obtaining of a degree, a California teaching credential and a certification in TESOL continues during inservice; this is augmented by drama workshops, audiovisual workshops, micro-conferences, reinforcement of the Spanish language experience, and intercultural laboratories. "Live" experiences are utilized to illustrate the concept of access or lack of access to the opportunity structure of society and how it manifests itself in unusual social behavior. The program examines the role of the teacher as one of the "gatekeepers" to opportunity for the disadvantaged and the ways culture influences the responses to societal institutions, in particular the school system and the teacher.

TYPE OF PROJECT:	Teacher Corps
TITLE:	Temple University-Trenton-Philadelphia Teacher Corps Program
PLACE:	Temple University, Philadelphia, Pennsylvania
FUNDING SOURCES:	U.S. Office of Education, (EPDA)
OTHER COLLABORATING AGENCIES:	Philadelphia School System Trenton School System
PERSONS BEING TRAINED:	Teacher Corps interns; 84 interns and 15 team leaders
DIRECTOR:	Dr. Evan R. Sorber, Director Temple University Teacher Corps Program Philadelphia, Pennsylvania 19122 Telephone 215-787-8048

DESCRIPTION:

The program attempts to individualize instruction in a variety of ways. At Temple University there are six full-time staff members working with 84 Teacher Corps interns and 15 team leaders: a director, assistant director, two school supervisors, a social psychologist who coordinates community experiences and teaches courses, and a community supervisor. An additional member of the team is a full-time coordinator from the Philadelphia School System. In general, then, all administrators teach in the program.

Features, whether hardware, software, or human resources, unique to the program include: (1) A human relations training laboratory. This is sensitivity training or T-Group work, with each T-Group composed of eight or nine interns plus at least one team leader, a university staff member, and a trainer. The purpose is to learn skills of human interaction, to examine attitudes about race and to gain strength and humanness from a group. (2) Team teaching. Currently, four courses specifically designed for the Teacher Corps program at Temple are team taught by full-time staff. (3) Small group instruction. Groups of five or six Corpsmen work together on a particular problem or skill as two or three staff members "float" to assist in problem solving. (4) Contract system. Instructor and intern agree on a problem which the latter would like to work on, and this is reduced to a contract which both sign.

Relevance and the need for democratic interaction are features stressed in the Temple program.

TITLE OF PROJECT: Teacher Corps

TITLE: A Teacher Education Project Designed to Provide Special Preparation for Teachers of Low-Income Pupils

PLACE: University of Nebraska at Omaha, Omaha, Nebraska

FUNDING SOURCES: U.S. Office of Education (EPDA)
Six local educational agencies

OTHER COLLABORATING AGENCIES: State education departments

PERSONS BEING TRAINED: Teachers of the disadvantaged in selected urban areas and in Indian schools

DIRECTOR: Dr. Floyd T. Waterman
Professor of Education
University of Nebraska at Omaha
60th and Dodge Streets
Omaha, Nebraska 68101
Telephone 402-553-4700

DESCRIPTION:

The purpose of the project is to provide on-the-job specific training for teachers who will work in the community with parents and agencies, as well as their work in the classrooms with children. The intent is to train a teacher who is more sensitive to the problems of the low-income area pupil and who has developed innovative techniques to help provide a better instructional program for children.

The Urban Teacher Corps project is conducted in five schools in Omaha, Nebraska, and one school in Council Bluffs, Iowa. Interns work in the classrooms as supplemental instructors and in some cases, have developed cooperative or team-teaching arrangements. Interns continue to take university coursework (University of Nebraska at Omaha) and some of the courses are on-site in the public schools. Every intern is engaged in some neighborhood or community project. Projects vary with the school, the needs of the community, and the individual tastes of interns. Classes for parents, for unwed mothers, and enrichment as well as remedial activities are typical of the community activities. A school survey, home visits, and a recreational program with fathers are different projects existing in school teams.

The Indian Project is conducted in four areas (three in Nebraska--Macy, Winnebago and Niobrara; and one in Wagner, South Dakota) which have either all Indian pupils or a high percentage of Indian pupils. Individual tutoring stations have been established in some of the schools while others have developed adult education courses, supplemental team teaching, and a library. Community activities range from a project to encourage and teach the Indian language, to piano lessons for youth and adults, to a "Fun-Inn" project which is operated for children who want to engage in activities which range from checkers to organized sports activities under the direction of parents who are trained by interns.

The program attempts to direct teachers and Teacher Corps interns to "live in" and to become a part of the community, especially in the Indian Project area. All university courses are brought to the interns, and not the other way around, by an arrangement of flying professors (twice weekly) to the reservation areas in small chartered aircraft. A third course is taught on-site by a professor who is himself a Sioux Indian and who travels to each of the reservation areas.

The program also emphasizes instruction which is related to in-school and community experiences on-site for interns.

TEACHER IMPROVEMENT THROUGH CURRICULUM DEVELOPMENT

TYPE OF PROJECT: Teacher Improvement Through Curriculum Development

TITLE: Training of Education Development Teams for Curriculum Innovation and Inservice Education

PLACE: Hampshire College, Amherst, Massachusetts

FUNDING SOURCES: U.S. Office of Education(EPDA) (Bureau of Research)
Local school districts

OTHER COLLABORATING AGENCIES: "The Amherst Project," Hampshire College
Groups of schools
Regional educational organizations

PERSONS BEING TRAINED: Education development teams, each consisting of 30 people (approximately 20 of whom are classroom teachers and the rest support personnel) for those teachers in a local area plus administrators and appropriate faculty of colleges. Teams are selected by the participating school district or group in consultation with the staff of the Project.

DIRECTOR: Richard H. Brown
Newberry Library
60 West Walton Street
Chicago, Illinois 60610
Telephone 312-664-8831

DESCRIPTION:

The program aims at implementing newer inquiry or "discovery" approaches to history in the schools through a highly coordinated effort involving both experimental curriculum work and inservice training for teachers and supporting personnel in the education structure, including supervisors and school administrators, members of school boards, and college and university faculty in both history and education.

The program is in two phases: (1) an intensive 5-day workshop directed by the staff of the Amherst Project and involving systematic analysis of both live and videotape history classes, and discussion of the nature and problems both of learning in general and of history study in particular, and (2) the phase designed to take the initial impulse of the workshop and extend it for a year or more; it has at its heart experimental curriculum development, both as an end in itself and as a means of inservice education.

Key assumptions of the program are that curriculum building in the individual classroom is superior to packaged curricula, from the viewpoint both of student and teacher, and that the development of experimental materials in a curriculum and the use of these materials in the classroom is itself a useful device for inviting teachers to become inquirers into the learning process and for reorienting them toward new approaches to their subject matter.

During the second, or experimental curriculum development phase, teacher/members of the team work on the development of new curricula, drawing on support personnel in the team. Three teacher/members per team are assigned to the development of experimental curriculum materials, working on released time equivalent to one-half time for one semester or 1-quarter time for two semesters, supported on a matching-fund basis by the Amherst Project and the school district.

Provision is made for replication of these curricula; the Amherst Project will train the nucleus of a staff for a replication team (consisting of a supervisor and one or two influential teachers from a local school district plus a historian and a learning psychologist or trainer of teachers from a local college or university) by its participation without charge in a phase one workshop.

This developmental plan embodies not only inservice education for teachers and administrators through experimental curriculum work in history, but also differentiated staffing through training and paying some teachers within a team to develop materials.

TEACHER LEADERSHIP DEVELOPMENT

TYPE OF PROJECT:	Teacher Leadership Development
TITLE:	Pennsylvania Advancement School
PLACE:	Pennsylvania Advancement School, Philadelphia, Pennsylvania
FUNDING SOURCES:	U.S. Office of Education (ESEA, Title III)
OTHER COLLABORATING AGENCIES:	Pennsylvania Department of Public Instruction Philadelphia Board of Public Education Philadelphia Archdiocese School District
PERSONS BEING TRAINED:	Teachers from five schools in the Philadelphia area, who, upon return to their home schools will serve as leaders in innovative change.
DIRECTOR:	Peter L. Buttenwieser, Director Pennsylvania Advancement School 5th and Luzerne Streets Philadelphia, Pennsylvania 19140 Telephone 215-BA. 6-4653, Ext. 54 or 55

DESCRIPTION:

The purpose of the program is to effect tangible innovative change in the curriculum and teaching methods in use in five target junior high schools within the Philadelphia Public School System. The main targets are teachers of these schools and indirectly the students served by these schools. The training program also aims to increase the understanding which teachers have of themselves and of the group-process aspects of teaching.

The Philadelphia Advancement School has a threefold function: (1) to work directly with teachers of five Philadelphia city schools in in-service training programs, (2) to accept teachers from these schools as "resident teachers" at the Advancement School, with the aim that they will develop some of their own curricular and teaching ideas at PAS and that when they return to their home schools they will act as leaders in innovative change for their own faculties, and (3) to take selected students for a time from the five schools mentioned, and followup the results on the students under controlled conditions.

TRAINERS OF TEACHER TRAINERS

TYPE OF PROJECT: Trainers of Teacher Trainers

TITLE: Triple T -- Twin Cities Project

PLACE: University of Minnesota, Minneapolis, Minnesota

FUNDING SOURCES:
U.S. Office of Education (EPDA)
Local support*

*Local agencies (school districts, colleges, universities) will provide 50 percent of the participants' salaries and fringe benefits. During this time, participants will not perform their regular duties at their home institutions. The commitment to provide half their salaries was asked in order to assure that the home institutions made appropriate efforts to utilize TTT Project outcomes.

OTHER COLLABORATING AGENCIES:
Varied, including institutions of higher education
Local school districts
Community agencies
A State department of education
Teachers groups
Private and community groups
Regional educational laboratory

PERSONS BEING TRAINED: Teacher trainers and trainers of teacher trainers, who are to be confronted with the problems and potentials of the central city including: senior faculty from colleges of education and colleges of liberal arts; personnel from the State department of education; school system personnel with teacher education responsibilities; community residents with teacher education responsibilities

DIRECTOR:
Dr. Charles R. Bruning
225 Burton Hall
University of Minnesota
Minneapolis, Minnesota 55455
Telephone 612-373-2244

DESCRIPTION:

For the first year of the projected 3-year program college and State Department of Education personnel will spend 50 percent of their time, between September 1969 and June 1970, working in a variety of central city classroom situations. The remaining 50 percent of the time will be spent in a series of instructional programs conducted by the staff and other local personnel and in direct work within central city community organizations. The chief aim throughout will be to become familiar with the central city, its educational and education-related problems, and the current and developing central city programs that have implications for inservice and preservice teacher education. Participants will be senior staff members in their home institutions--people who have influence in those institutions for implementing new or revised programs. During the year, these people will work with a team of TTT participants and a committee in their home institutions to begin planning preservice and inservice programs appropriate to the central city.

School and community personnel, including classroom teachers, administrators, curriculum specialists, teacher aides, and community residents, will also spend 50 percent of their time in a clinical experience, usually some type of preservice or inservice program. The remainder of their time will be devoted to the instructional programs mentioned earlier, work with community organizations, and college faculties.

In the following summer, a pretenure institute is planned for new Minneapolis and St. Paul teachers and teachers with only one or two years of experience. The institute would involve 250 to 300 pretenure teachers and would be planned and conducted by first-year TTT Project participants.

Features of the Twin Cities project include the extent of the cooperative involvement and the level of local commitment to the project. In recent years, the level of cooperation between the schools, the community, and the colleges has increased markedly, leading to a wide variety of new joint efforts. That cooperation made it possible to plan the TTT Project relatively easily and provided local funds for a summer pilot program in 1968. Continued communication with the various organizations is maintained through the 33 member TTT Board, 20 members of which are community representatives.

The instructional program being developed for participants will make use of a wide variety of resources in colleges, school systems, governmental agencies, and community organizations. The program will include general topics, such as urban sociology, learning psychology, training approaches, and the like, and during the first year the program will focus on language problems in central city schools. The portion of time devoted to work within community organizations is designed to provide participants with a broad view of the central city community, especially the problems and programs that have implications for the schools and for teacher education.

TYPE OF PROJECT: Training of Teachers of Teachers

TITLE: Fordham University Triple T Project to Improve Urban Education

PLACE: Fordham University
School of Education at Lincoln Center
New York, New York

FUNDING SOURCES: U.S. Office of Education (EPDA)
Fordham University

OTHER COLLABORATING AGENCIES: New York City Board of Education, District 5
Central Harlem Community Corporation (HARYOU-ACT, INC.)
Mid-West Side Community Planning Committee
Lower West Side Community Corporation

PERSONS BEING TRAINED: Members of the community, prospective teachers in the urban community, practicing teachers, and trainers of such teachers.

DIRECTOR: Dr. Madelon Delany Stent
6015 Independence Avenue
Bronx, New York 10471
Telephone 212-933-2233

DESCRIPTION:

The major goal of the Fordham TTT project is to find ways in which members of the community, the teachers and administrators in the schools, and university students and faculty can work together harmoniously in improving urban education by modernizing the preparation of those who teach in urban schools and the preparation of those who teach the prospective and the practicing teachers in urban schools.

There is an attempt to involve members of the community served by the teachers--to participate in planning and conducting university programs for teachers and therefore who will have firsthand experience in working with highly motivated educational personnel who are vitally concerned with meeting the needs of the community. Members of the community are employed as (1) active sharers in the planning process and (2) participants in the teaching process. This is aimed to make the education offered more relevant to the members of the community.

The several target groups addressed by this program are: (1) minority groups, to whom it offers a chance to make their wishes for change in the schools heard; (2) the schools themselves in District 5, which will work more closely both with the community and with the university than they have in the past, building up a career opportunities and career ladders concept of the use of educational personnel; (3) Fordham University faculty, both in the school of education and on the liberal arts faculties, who will be brought more in touch with the actual needs of the community and the students they serve; and (4) the students themselves in the programs which lead them into the teaching profession either at subprofessional or full professional levels.

District 5 is a unique laboratory setting for this program in that it provides a representative sample of urban life. There are many community action groups, and they have become involved in the program; the several groups listed above under Collaborating Agencies each have two voting members on the 18 member Policy Committee which has the responsibility for planning and implementing the Fordham TTT Project. The Policy Committee thus has wider representation than would a committee composed only of faculty and administrators, or school personnel.

Since the basic principle of the Fordham TTT Project is that it is the Policy Committee that will determine what is to be done, it is premature and even presumptuous to indicate at this time what the overall program will be, but we can report on what has already been accomplished.

After various community representatives had spoken of the shortcomings they believed were prevalent in the preparation of school personnel, they urged that prospective teachers and inservice teachers be given more firsthand experience in working with the community and more courses related directly to understanding the community whose children they teach. As a direct result of these discussions, Fordham planned a series of courses in Urban Studies and includes appropriate courses from this series in every graduate program in the school of education. A guidance counselor in an inner-city school, for example, needs not only the various skills and knowledge that all guidance canselors must have regardless of the school to which they are appointed, but also a deep understanding of the special problems of underprivileged children and the personal qualities and professional skill to enable the counselor to work well with minority group children, their parents, and the community.

The courses currently included in the Urban Studies program are:

1. Contemporary Black America and Its Cultural Heritage.

2. Puerto Rican and other Hispanic-American Culture

3. Puerto Rican and Black Americans in Contemporary Society.

4. Growth of the City: Implications for Urban Life.

5. Urban Sociology: A study of Inter-group Relations.

6. Urban Politics and Education.
7. Economics of the Urban Complex.
8. Child and Adolescent Development in an Urban Environment.
9. Summer Institute in Urban Education.
10. Critical Issues in Urban Education.
11. Planning Change in Urban Schools.
12. Internship in Community Agencies.

The channels of communication which have been opened and which have led the community participants to see that their suggestions are actually acted upon have created a wholly different atmosphere than that which had prevailed earlier. The Policy Committee has elected a chairman and co-chairman, both of whom sit as community representatives but have demonstrated their ability to be more than pleaders for the specific groups they represent. At the meetings that have been held since TTT was formally organized, there is little evidence of factionalism and no decision has been made on a bloc voting basis. It is significant that when the suggestion was made that a second co-chairman be elected in order to give the school representatives a place in the leadership team, it was a teacher representative-- a union chapter chairman--who said that a second co-chairman was not needed because everybody had a chance to participate in the decision-making process. Even though only one voting member out of 14 came from the school of education faculty, the university did not feel that its integrity nor its academic responsibility was threatened. The student representatives on the committee not only contributed to the development of plans but demonstrated to the community and the school how concerned these students are with working with the community and the schools in improving the education of all children regardless of family income or ethnic background.

VOCATIONAL AND TECHNICAL EDUCATION

TYPE OF PROJECT: Vocational and Technical Education

TITLE: Institute, primarily for retiring or recently-separated military personnel possessing technical skills

PLACE: University of Tennessee and Atomic Energy Commission, Oak Ridge, Tennessee

FUNDING SOURCES:
U.S. Atomic Energy Commission
U. S. Office of Education (EPDA)
University of Tennessee

OTHER COLLABORATING AGENCIES: Tennessee State Department of Education

PERSONS BEING TRAINED: Prospective teachers, of whom a chief source will be the military services

DIRECTOR:
Dr. Donald V. Brown
P. O. Box Y, Building 9709
Teacher Institute
Oak Ridge, Tennessee 37830
Telephone 615-483-8611, Ext. 37366

DESCRIPTION:

Intensive training in three technical skill areas (electronics, machine shop; physical testing, welding, and quality control; and mechanical drafting, tool, and machine design) will take place in industrial shops at the Atomic Energy Commission's Oak Ridge Plant. This experience will allow prospective and inservice teachers to see first-hand the application of new technologies in the present-day industrial milieu.

The program will provide a series of experiences leading to post-baccalaureate work in industrial education; certification will be a major goal. Many potential recruits to the program will be military retirees who have hard skills in these areas, and who may even have taught them in a military setting but lack teacher certification.

The inservice training component aims (1) to provide a compact, supervised, industry-related program, (2) to utilize on a continuing basis the combined physical and human resources of industry and education, and (3) to encourage inservice training in each academic quarter.

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